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ABSTRACT

A handbook to the grammar of Mauritanian Arabic (Hassaniya) is intended for Peace Corps volunteers, and is designed to focus attention on proper grammatical forms. Lesson topics include the article, personal pronouns, possessive pronouns, negation of the implied verb "to be," noun gender, adjective gender, number, "there is/are and there was/were," simple sentences, "have/have got," demonstratives, present tense, interrogatives, imperatives, nouns and adjectives, prepositions, the genitive case, verbs and suffix pronouns (direct object), the future, adverbs, the active participle, indirect object, past tense, relative pronouns, comparative and superlative, past continuous tense, and conditional. Some pronunciation exercises are included. Arabic orthography and English are used throughout the guide. (MSE)

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MAURITANIAN
ARABIC

Grammar Handbook

by Timothy P. Francis and Stephen Hanchey

PEACE CORPS
LANGUAGE HANDBOOK SERIES

Developed by The Experiment in International Living
Brattleboro, Vermont
for ACTION/Peace Corps
1979

FL 017113

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PEACE CORPS

LANGUAGE HANDBOOK SERIES

The series includes language materials in Belizean Creole, Gilbertese, Mauritanian Arabic, Setswana, Solomon Islands Pijin, and Tanzanian Swahili.

These Mauritanian Arabic materials were developed under the auspices of the Foreign Language Office of The Experiment in International Living's School for International Training.

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1979

MAURITANIAN ARABIC

GRAMMAR HANDBOOK

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Notes to the Learner:

The purpose of The Grammar Handbook is to help you focus your attention on matters such as how to form the past tense or to make nouns and adjectives agree, or to put a string of words together in the proper order. The Grammar Handbook aims through explanation, example and exercises to help you assimilate the linguistic system that holds together the words and phrases of Hassaniya.

Used together, The Communication and Culture Handbook and The Grammar Handbook are two complementary approaches to a basic mastery of Hassaniya. You may find that you are more comfortable with one than with the other, but once again, let us remind you that everyone learns differently. This language course, by taking these two approaches allows you to capitalize on your strengths. It should be pointed out that it would be unwise to neglect either book. If you studied only The Communication and Culture Handbook you would only be able to function within its situations. If you studied only The Grammar Handbook, you would learn quite a lot about the grammar of the language, but not be able to put your knowledge to use in basic everyday situations.

MAURITANIAN ARABIC

GRAMMAR HANDBOOK

Bismillāh al-raḥmān al-raḥim:
"In the Name of God, Most Gracious, Most Merciful"

THE ARTICLE

Lesson One

There is no equivalent in Hassaniya to the English indefinite article "a". Thus a noun standing alone is automatically indefinite.

Examples:

a house	/da:r/	دار
a man	/ra:jil/	راجل
a woman	/mara:/	مراء
a car	/wa:ta/	وانة

The definite article "the" has two main forms in Hassaniyya.

1. If the first letter of the noun is a "moon" letter, /il/ is prefixed to the noun:

Examples:

	goodness		the goodness
/khayr/	خير	/il-khayr/	الخير
	praise		the praise
/hamd/	حمد	/il-hamd/	الحمد

For your reference, the 14 "moon" letters are:

ا	ب	ح	ح	خ	ع	غ	ف	ك	ق	م	ه	و	ي

2. If the first letter of the noun is a "sun" letter, the /l/ of ال is assimilated and replaced by a doubling in pronunciation of the first letter of the word, i.e. the /l/ of ال is dropped in pronunciation.

Examples:

	peace		the peace
/sala:m/	سلام	/is-sala:m/	السلام
	man		the man
/ra:jil/	راجل	/ir-ra:jil/	الراجل
	house		the house
/da:r/	دار	/id-da:r/	الدار

Note:

Although the /l/ is dropped in pronunciation, it is still written in written Arabic, and this doubling in pronunciation is indicated by the /shadda/ written above the first letter of the word.

For your reference the 14 "sun" letters are:

ت ث د ذ ر ز س ش ص ض ط ظ ل ن

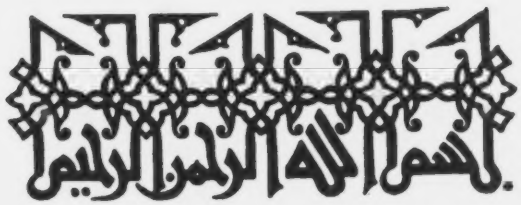
Special Notes:

You will sometimes hear /il/ become /li/ in front of words beginning with two consecutive consonants. This may take time for you to pick up in normal speech, and this feature may vary depending on where you are in Mauritania. However you will always be understood using /il/, and this note is only to help you in your comprehension as you gain confidence and experience in hearing and speaking Hassaniya.

The /i/ of /il/ is dropped in two cases:

a. If the preceding word ends with a vowel.

b. If the word to which /il/ is prefixed begins with a vowel.



"In the Name of God, Most Gracious, Most Merciful"

1 a. Learn any vocabulary in this lesson.

b. Read the examples aloud paying close attention to your teacher's guidance in pronunciation.

c. Write out the examples in Arabic in your notebook and show your efforts to your teacher.

2. Make the following indefinite nouns definite and check your results with your teacher:

Examples:

news	/ṯa:ri/	طاري	/iṯ-ṯa:ri/	الطّاري
room	/bayt/	بيت	/il-bayt/	البيت
house	/da:r/	دار		
glass	/ka:s/	كاس		
key	/muvta:ḥ/	مفتاح		
man	/ra:jil/	راجل		
tent	/khayma/	خيمة		
peace	/sala:m/	سلام		
woman	/mara:/	مراة		
car	/wa:ta/	واتة		
praise	/ḥamd/	حمد		
book	/ikta:b/	اكتاب		

goodness	/khayr/	خير
desert	/ba:diya/	بادية
ougiya	/u:gi:ya/	اوقية
table	/ṭa:bla/	طابلة
market	/marṣa/	مرصة
embassy	/siva:ra/	سفارة
office	/maktab/	مكتب
hospital	/ṭab/	طب
day	/yawm/	يوم
milk	/laban/	لبن
meat	/laḥam/	لحم
fish	/ḥu:t/	حوت
money	/fadhdha/	فضّة

PERSONAL PRONOUNS

Lesson Two

The personal pronouns in Hassaniyya are:

I	/ana/	انا
you (m.)	/inta/	انتَ
you (f.)	/inti/	انتِ
he	/huwa/	هو
she	/hiya/	هي
we (m.pl.)	/nih̲na/	نحنا
we (f.pl.)	/nih̲na:ti/	نحناتي
you (m.pl.)	/intu:ma/	انتوما
you (f.pl.)	/intu:ma:ti/	انتوماتي
they (m.pl.)	/hu:ma/	هوما
they (f.pl.)	/hu:ma:ti/	هوماتي

Note:

1. There are four forms of "you" in Hassaniya. You must distinguish between "you" when referring to either a man, a woman, a group of men or a group of women.
2. Mixed groups of men and women are treated grammatically as masculine plural.
3. There is no equivalent to the English "it". Since all nouns in Hassaniya are either masculine or feminine you use either "he" or "she" in context when referring to a thing "it".

Since there is no verb "to be" (in the present tense) in Hassaniya, simple sentences like "I am a nurse", "she is the director", "it (referring to a book) is expensive", "it (referring to a house) is large" can be rendered simply by using the relevant pronoun plus the noun or adjective.

Examples:

I am a nurse. (woman talking)	/ana ṭabi:ba/	انا طبيبة
He is the director.	/huwa l-mudi:r/	هو المدير
It is expensive. (book)	/huwa wa:ᶜir/	هو واعر
It is large. (tent)	/hiya ikbi:ra/	هي اكبيرة

Further Note on Plurals:

The plurals of most masculine and feminine nouns referring to occupations, and adjectives referring to mental and physical states are formed thus:

(Masculine nouns + adjectives describing people)

Add /i:n/ ـين to the last letter of the word:

teacher	/muᶜallim/	معلّم
teachers	/muᶜallimi:n/	معلّمين
hungry	/jiᶜa:n/	جعان
hungry (describing a group of men)	/jiᶜa:ni:n/	جعانين

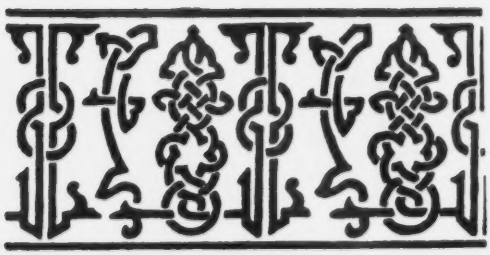
(Feminine nouns + adjectives describing people)

Add /a:t/ ـات to the last letter of the word:

teacher (f.)	/mu^{c}allima/	معلّمة
teachers (f)	/mu^{c}allima:t/	معلّمات
hungry (f)	/ji^{c}a:na/	جعانة
hungry (f) (describing a group of women)	/ji^{c}a:na:t/	جعانات

Note:

Mixed groups of men and women are treated as grammatically masculine plural.



A twice-repeated prayer: "O Conqueror!"

1 a. Learn any new vocabulary in this lesson.

b. Read the examples aloud paying careful attention to your teacher's guidance on pronunciation.

c. Write out the examples in Arabic in your notebook, and then show your results to your teacher.

2. Write out the masculine and feminine plurals of these nouns describing occupations and adjectives describing mental and physical states.

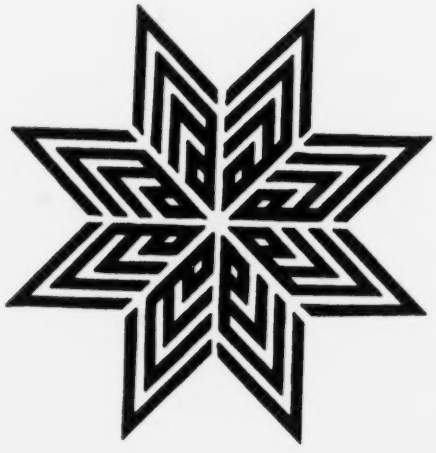
nurse/doctor	/ṭabi:b/	طبيب
director	/mudi:r/	مدير
teacher	/mu^{c}allim/	معلّم
volunteer	/mutaṭawwi^{c}/	متطوّع
married	/mitkhayyim/	متخيّم
thirsty	/^{c}aṭsha:n/	عطشان
tired	/vitra:n/	فتران
hungry	/ji^{c}a:n/	جعان
happy	/varḥa:n/	فرحان
busy	/mishṭan/	مشطن

3. Translate the following sentences into Arabic. First read your version out loud in class paying attention to any corrections your teacher may suggest and also his/her advice on pronunciation. When you are satisfied with your translations, write them out in Arabic in your notebook.

1. I am tired (man talking)
2. She is a nurse.
3. They (m.) are teachers.
4. He is tired.
5. She is thirsty.
6. I am busy. (woman talking)
7. We are married.
8. I am a volunteer. (woman talking)
9. He's the director.
10. We are hungry. (mixed group)
11. They are tired. (group of women)
12. I am a volunteer. (man talking)
13. Are you married? (addressing a man)
14. He's busy.
15. Are you (f.) married?
16. It is large. (referring to a house)
17. It is small. (referring to a room)
18. It is new. (referring to a car)
19. They are thirsty (mixed group)
20. I am happy. (woman talking)

4. Make the following sentences plural, read them aloud, translate them into English and then write them out in your notebook.

1. /ana ji^{c}a:na/ انا جعانة
2. /hiya vitra:na/ هي فترانة
3. /huwa mashghu:l/ هو مشغول
4. /inti varḥa:na/ انتِ فرحانة
5. /ana ^{c}atsha:n/ انا عطشان



The name of Allah is repeated to form this eight-pointed star

POSSESSIVE PRONOUNS

Lesson Three

The possessive pronouns "my", "your", "his", "her", etc. are indicated in Hassaniya by suffixes attached to the last letter of the noun they describe.

The possessive suffixes and their English equivalents are:

my	/i/	ي
your (m.)	/-ak/	ك
your (f.)	/-ik/	ك
his	/-u/	ه
her	/-ha/	ها
our	/-na/	نا
your (pl.)	/-kum/	كم
their	/-hum/	هم

Here is a table showing all the possessive suffixes joined to a sample noun. This is the Hassaniya for "name".

Example:

my name	/ism-i/	اسمي
your name (m.)	/ism-ak/	اسمَك
your name (f.)	/ism-ik/	اسمِك
his name	/ism-u/	اسمُه
her name	/ism-ha/	اسمها
our name	/ism-na/	اسمنا
your name (pl.)	/ism-kum/	اسمكم
their name	/ism-hum/	اسمهم

Note:

1. There are 3 forms of "your" in Hassaniya. You must distinguish between "your" referring to either a man, a woman, or a group of people.

2. There is no equivalent to English "its". Since all nouns are either masculine or feminine, you use either "his" or "hers" in context when wanting to say the equivalent to "its".

When the possessive suffixes are added to a feminine noun ending with a /ta:' marbu:ṭa/, the /ta:' marbu:ṭa/ is "opened" - i.e. it is both pronounced and written as a regular /ta:'/.

Examples:

our car	/wa:tat-na/	واتتنا
his tent	/khaymat-u/	خيمته
my town	/dashrat-i/	دشرتي

Note:

If a noun has a possessive suffix it cannot also take the definite article /il/. However adjectives describing a noun with a possessive suffix must have the definite article.

Examples:

my new house	/da:r-i l-ijdi:da/	داري الاجديدة
his big tent	/khaymat-u l-ikbi:ra/	خيمته الاكبيرة
her small son	/walad-ha l-iṣqi:r/	ولدها الاصغير

Note:

The possessive suffixes join directly to the last letter of the noun they describe. However if the last letter is a non-connector, the suffix will stand alone.

her son	/walad-ha/	ولدها

1 a. Learn any new vocabulary in this lesson.

b. Read the examples aloud paying careful attention to your teacher's guidance on pronunciation.

c. Write out the examples in Arabic in your notebook and show your efforts to your teacher.

2. Translate the following phrases into Arabic, read your results aloud and then write them out in Arabic in your notebook.

1. my house
2. his car
3. their tent
4. her book
5. his house
6. our room
7. my office
8. your (f.) daughter
9. their car
10. my name
11. our house
12. my book
13. your (f.) name
14. your (p.) tent
15. my key
16. your (f.) car
17. your (m.) house
18. your (m.) name

19. *your (m.) car*
20. his daughter
21. her daughter
22. your (pl.) house
23. her office
24. her name
25. your (m.) car

NEGATION OF IMPLIED VERB "TO BE"

Lesson Four

Simple sentences on the patter of "I am a nurse", "he is the director", "she is tired" are made negative on this pattern:

I'm not	/ma:ni/	ماني
you (m.) aren't	/ma:nak/	مانك
you (f.) aren't	/ma:nik/	مانك
he isn't	/ma:hu/	ماهو
she isn't	/ma:hi/	ماهي
we aren't	/ma:na/	مانا
you (pl.) aren't	/ma:nkum/	مانكم
they aren't	/ma:hum/	ماهم

Examples:

I'm (f.) a nurse.
/ana ṭabi:ba/
انا طبيبة

I'm (f.) not a nurse.
/ma:ni ṭabi:ba/
ماني طبيبة

You (m.) are tall.
/inta ṭwi:l/
انتَ طويل

You're (m.) not tall.
/ma:nak ṭwi:l/
مانك طويل

You (f.) are tall.
/inti ṭwi:la/
انتِ طويلة

You're (f.) not tall.
/ma:nik ṭwi:la/
مانك طويلة

He is the director. /huwa il-mudi:ir/ هو المدير	He isn't the director. /ma:hu l-mudi:r/ ماهو المدير
She is tired. /hiya vitra:na هي فترانة	She isn't tired. /ma:hi vitra:na/ ماهي فترانة
We (m.) are tired. /nihna vitra:ni:n/ نحنا فترانين	We aren't tired. /ma:na vitra:ni:n/ مانا فترانين
You (f.pl.) are tall. /intuma:ti ṭwa:l/ انتوماتي طوال	You're (pl.) not tall. /ma:nkum ṭwa:l/ مانكم طوال
They (f.) are here. /hu:ma:ti hu:n/ هوماتي هون	They aren't here. /ma:hum hu:n/ ماهم هون

Note that in this negative transformation the personal pronouns are replaced (except in three cases) by /ma:n..../ plus the relevant suffix pronoun. The three exceptions are:

he is not	/ma:hu/	ماهو
she is not	/ma:hi/	ماهي
they are not	/ma:hum/	ماهم

Remember these forms are only used where there is an implied verb to be in the sentence.

LESSON FOUR

NEGATION OF IMPLIED VERB "TO BE"
Exercises

1 a. Learn any new vocabulary in this lesson.

b. Read the examples aloud in class paying careful attention to your teacher's guidance on pronunciation.

c. Write out the examples in Arabic in your notebooks and show your efforts to your teacher.

2. Make the following sentences negative, read them aloud, write them out in Arabic and then translate them into English.

1. /ana ji^{c}a:na/ انا جعانة
2. /hu:ma mu^{c}allimi:n/ هوما معلّمين
3. /nihna:ti vta:ra/ نحناتي فتارة
4. /huwa l-mudi:r/ هو المدير
5. /hiya tabi:ba/ هي طبيبة
6. /ana ^{c}atsha:n/ انا عطشان
7. /inta twi:l/ انتَ طويل
8. /nihna varha:ni:n/ نحنا فرحانين
9. /intu:ma mitkhayyimi:n/ انتوما متخيّمين
10. /inti mitkhayyima/ انتِ متخيّمة

3. Translate the following into Arabic. First read your translation aloud in class paying close attention to your teacher's advice on pronunciation, then write out your results in Arabic in your notebook.

   1. It's not new. (referring to a car)
   2. It's not large. (talking about a house)
   3. I'm not tired. (woman talking)
   4. They're not here. (mixed group)
   5. She's not in the house.
   6. We're not hungry. (group of women)
   7. It's not large. (referring to a room)
   8. It's not expensive. (referring to a book)
   9. She's not a doctor.
   10. He's not happy.

The Prophet's mission: "A mercy for all mankind"

GENDER OF NOUNS

Lesson Five

Singular nouns in Hassaniyya are either masculine or feminine. Feminine nouns generally end in /ta:' marbu:ṯa/, however there are a very few words not ending in /ta:' marbu:ṯa/ which are feminine.

Examples - masculine nouns:

goodness	/khayr/	خير
praise	/ḥamd/	حمد
man	/ra:jil/	راجل

Examples - feminine nouns: (ending in /ta:' marbu:ṯa/)

car	/wa:ṯa/	واثة
ougiya	/u:gi:ya/	اوقية
table	/ṯa:bla/	طابلة
tent	/khayma/	خيمة

Examples - feminine nouns: (not ending in /ta:' marbu:ṯa/)

house	/da:r/	دار
woman	/mara:/	مراء

With nouns referring to occupations, and adjectives referring to mental and physical states, the feminine equivalent is formed by adding a /ta:' marbu:ṭa/ to the masculine form.

Examples:

nurse (m.)	/ṭabi:b/	طبيب
nurse (f.)	/ṭabi:ba/	طبيبة
director (m.)	/mudi:r/	مدير
director (f.)	/mudi:ra/	مديرة
married (m.)	/mitkhayyim/	متخيّم
married (f.)	/mitkhayyima/	متخيّمة

1 a. Learn any new vocabulary in this lesson.

b. Read the examples aloud paying careful attention to your teacher's pronunciation.

c. Write out the examples in Arabic and then show your efforts to your teacher.

2. Identify the following nouns as either masculine or feminine, and check your results with your teacher.

room	/bayt/	بيت
glass	/ka:s/	كاس
tent	/khayma/	خيمة
woman	/mara:/	مراء
market	/marsa/	مرسة
embassy	/siva:ra/	سفارة
house	/da:r/	دار
key	/muvta:h/	مفتاح
man	/ra:jil/	راجل
peace	/sala:m/	سلام
table	/ta:bla/	طابلة
book	/ikta:b/	اكتاب

ougiya	/u:gi:ya/	اوقية
car	/wa:ta/	وانة
desert	/ba:diya/	بادية
goodness	/khayr/	خير
hospital	/ṭab/	طب
fish	/ḥu:t/	حوت
meat	/laḥam/	لحم
office	/maktab/	مكتب
day	/yawm/	يوم

3. Make the following nouns referring to occupations, and adjectives referring to mental and physical states feminine by adding /ta:' marbu:ṭa/. Check your results with your teacher.

a. Nouns:

teacher	/mu^{c}allim/	معلّم
pupil	/talmi:dhi/	تلميذي
director	/mudi:r/	مدير
doctor/nurse	/ṭabi:b/	طبيب
grandfather	/jidd/	جدّ

	paternal uncle	/ᶜamm/	عمّ
	maternal uncle	/kha:l/	خال
b.	Adjectives:		
	married	/mitkhayyim/	متخيّم
	thirsty	/ᶜaṯsha:n/	عطشان
	tired	/vitra:n/	فتران
	hungry	/jiᶜa:n/	جعان
	happy	/varḥa:n/	فرحان
	busy	/mishṯan/	مشتغل

GENDER OF ADJECTIVES

Lesson Six

Adjectives in Hassaniya are either masculine or feminine.

1. Masculine nouns take the masculine form of adjectives.
2. Feminine nouns take the feminine form of adjectives. The feminine adjective is formed by adding /ta:' marbu: t̲ a/ to the masculine form.

Examples:	Masc.		Fem.	
big	/ikbi:r/	اكبير	/ikbi:ra/	اكبيرة
young, small	/i̲sqi:r/	اصغير	/i̲sqi:ra/	اصغيرة
old	/kahal/	كهل	/kahla/	كهلة
new	/ijdi:d/	اجديد	/ijdi:da/	اجديدة
cheap	/hiyyan/	هيّن	/hiyyana/	هيّنة
expensive	/wa:^{c}ir/	واعر	/wa:^{c}ira/	واعرة
beautiful	/zayn/	زين	/zayna/	زينة
hot	/h̲a:mi/	حامي	/h̲a:mia/	حامية
cold	/ba:rid/	بارد	/ba:rida/	باردة
tired	/vitra:n/	فتران	/vitra:na/	فترانة
tall	/t̲wi:l/	طويل	/t̲wi:la/	طويلة
short	/igs̲i:r/	اقصير	/igs̲i:ra/	اقصيرة

1 a. Learn any new vocabulary in this lesson.

b. Read the examples aloud paying close attention to your teacher's guidance in pronunciation.

c. Write out the examples in Arabic, and show your efforts to your teacher.

2. Make the following adjectives feminine by adding a /ta:' marbu:ṭa/. Show your results to your teacher.

near	/grayyib/	قريب
far	/baᶜi:d/	بعيد
good (2)	/zayn/	زين
	/maᶜlu:m/	معلوم
clean	/masgu:l/	مصغول
dirty	/imsakh/	اسخ
rich	/gha:ni/	غاني
poor	/fagi:r/	فقير
easy, cheap	/hiyyan/	هيّن
difficult, expensive	/wa:ᶜir/	واعر
last	/ita:li/	انالي
another	/awkhar/	اوخر
open	/muvtu:ḥ/	مفتوح
closed	/magvu:l/	مقفول

NUMBER (Duals and Plurals)

Lesson Seven

In Hassaniya nouns have three forms depending on the number of things being talked about: singular, dual (two of something) and plural.

1. The singular form of nouns has been discussed.

2. The dual is a unique feature of Arabic. The suffix /-ayn/ ـين can be added to any noun to denote "two of". If the noun is feminine ending in a /ta:' marbu: t a/ the latter must be "opened" - i.e. pronounced and written as a regular /ta:'/ when the /-ayn/ ين suffix is added.

Examples:

2 houses	/da:rayn/	دارين
2 cars	/wa:tatayn/	وانتين
2 men	/ra:jilayn/	راجلين
2 daughters	/mintayn/	منتين
2 books	/ikta:bayn/	اكتابين
2 tents	/khaymatayn/	خيمتين
2 rooms	/baytayn/	بيتين
2 towns	/dashratayn/	دشرتين

3. The Plural:

Unlike English, the plural form of a noun in Hassaniya cannot be stated in a simple rule. You must learn the plural form of a noun at the same time as the singular. However, use your judgement; do not waste time learning the plural of nouns you rarely use in the plural. An additional peculiar feature of Hassaniya is the fact that "countable" nouns (like "books") revert to their singular form when expressed in quantitites above 10, so really the use of the plural is limited in "countables" to quantities between 3 and 10.

Examples:

1. Masculine nouns in singular and plural forms.

Noun	Singular		Plural	
man	/ra:jil/	راجل	/rijja:l/	رجال
room	/bayt/	بيت	/byu:t/	بيوت
door	/ba:b/	باب	/bi:ba:n/	ببان
book	/ikta:b/	اكتاب	/iktu:b/	اكتوب
dog	/kalb/	كلب	/kla:b/	كلاب
pen	/glam/	قلم	/glu:ma/	قلومة
camel	/jamil/	جمل	/ijma:l/	اجمال
boy	/walad/	ولد	/ula:d/	اولاد

2. Feminine nouns in their singular and plural forms.

Many feminine nouns ending in /ta:' marbu:ta/ drop the /ta:' marbu: t a/ and add /a:t/ ات to make the plural. Unfortunately this is not a hard and fast rule but, as you will see, is fairly common.

Examples:

Noun	Singular		Plural	
house	/da:r/	دار	/dya:r/	ديار
girl	/mint/	منت	/amna:t/	امنات
woman	/mara:/	مراء	/i^{c}lya:t/	علبات
car	/wa:ta/	واتة	/wa:ta:t/	واتات
cow	/bagra/	بقرة	/bgar/	بقر
party	/havla/	حفلة	/havla:t/	حفلات
tent	/khayma/	خيمة	/khayma:t/	خيمات
town	/dashra/	دشرة	/dshu:r/	دشور
ougi:ya	/u:gi:ya/	اوقيه	/ugi:ya:t/	اوقيات

In Hassaniya adjectives describing the plurals of "things" (not people) are grammatically feminine when the noun is feminine in the singular.

Examples:

big houses	/dya:r ikba:ra:t/	ديار اكبارات
new books	/iktu:b ijdi:da:t/	اكتوب اجديدات
large rooms	/byu:t ikba:ra:t/	بيوت اكبارات
new cities	/dshu:r ijdi:da:t/	دشور اجديدات

Note:

Some adjectives have special plurals. These must be learned individually.

tall	/ṭwi:l/	طويل	/ṭwa:l/	طوال
large, old	/ikbi:r/	اكبير	/ikba:r/	اكبار
tired	/vitra:n/	فتران	/vta:ra/	فتارة

1 a. Learn any new vocabulary in this lesson.

b. Read the examples aloud paying careful attention to your teacher's guidance in pronunciation.

c. Write out the exercises in Arabic in your notebook, and then show your efforts to your teacher.

2. Make the following singular nouns dual by adding the suffix /-ayn/ ـيْن . Show your results to your teacher.

a camel	/jamil/	جمل
a boy	/walad/	ولد
a tent	/khayma/	خيمة
a house	/da:r/	دار
a book	/ikta:b/	اكتاب
a pen	/glam/	قلم
a man	/ra:jil/	راجل
a key	/muvta:h/	مفتاح
a glass	/ka:s/	كاس

3. Give the singular and English meanings of the following plurals.

/u:la:d/	اولاد
/amna:t/	امنات
/rijja:l/	رجّال

/dya:r/	ديار
/bgar/	بقر
/dshu:r/	دشور
/iᶜlya:t/	عليات
/bi:ba:n/	بيبان
/ugi:ya:t/	اوقيات
/byu:t/	بيوت

4. Find out the plurals of these nouns with the help of your teacher.

glass	/ka:s/	كاس
key	/muvta:h/	مفتاح
embassy	/siva:ra/	سفارة
office	/maktab/	مكتب
hospital	/tab/	طب
day	/yawm/	يوم
teacher	/muᶜallim/	معلّم
pupil	/talmi:dhi/	تلميذ ي
director	/mudi:r/	مدير

5. Keep a record of any new plurals you find that you need. However, use your judgement and do not waste time recording and learning the plural of nouns that you rarely use. Give priority to those plurals you need in your everyday life and your work.

Tile: Medina, mosque and tomb of the Prophet
Isnik, Turkey, c. 1660 AD

"DUMMY" SUBJECTS
There is/are, There was/were

Lesson Eight

As you have already seen, there is no equivalent in Hassaniya for the English verb "to be" (in the present tense at least). However, there is a way of conveying the idea of existence, "there is/there are" or "there was/there were" in Hassaniya. This word is:

/kha:lig/ خالق

and can be used in statements (affirmative and negative) as well as in questions when speaking about availability or existence of something or somebody.

Note that /kha:lig/ خالق behaves like an adjective, that is, it takes the regular feminine singular and feminine and masculine plural suffixes depending on who or what is being referred to.

Example - Affirmative Statements

There is rice in the market today.

/kha:lig ma:ru vi l-marsa il-yawm/ خالق مارو مي المرصة اليوم

There is a tent in the house.

/kha:liga khayma vi d-da:r/ خالقة خيمة مي الدّار

There are a lot of men in the street.

/kha:ligi:n ya:sir min ir-rijja:l vi sh-sha:ri^{c}/

خالقين ياسر من الرّجّال مي الشارع

There are a lot of markets in Kiffa.

/kha:liga:t ya:sir min il-marsa:t vi ki:fa/

خالقات ياسر من المرصات مي كيفة

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Questions:

These statements can be made into questions simply by using a rising intonation on the last words in your voice. There is no change in word order for questions with /kha:lig/.

Examples - Negative Statements

The negative "there isn't/there aren't", or in the interrogative, "isn't there?/aren't there?" is formed by placing /ma/ ما before /kha:lig/:

There isn't any rice in the market.

/ma kha:lig ma:ru vi l-marṣa/ ما فالق مارو في المرصة

There aren't a lot of men in the street.

/ma kha:ligi:n ya:sir min ir-rijja:l vi sh-sha:riᶜ/

ما فالقين ياسر من الرّجّال في الشارع

Translate these sentences into Hassaniya:

1. Is there any meat today?
2. Is there a mosque on Avenue Kennedy?
3. There are many small towns in Mauritania.
4. Are there a lot of camels in the desert?
5. There are five windows in this room.
6. Is there a doctor in the house?
7. There are many embassies in Nouakchott.
8. There is no one at home now.
9. Are there two airports in Nouakchott?
10. There is a beautiful dog over there.

SIMPLE SENTENCES

Lesson Nine

You have seen earlier that phrases like "the new car" in Hassaniya translate literally as "the car the new" with both noun and adjective preceded by the definite article /il/.

However, since there is no verb "to be" in Arabic, sentences on the pattern of "The house is big" can be formed with a noun plus the definite article followed by an adjective alone, translating literally into Hassaniya as "the house big".

Examples:

The house is big.

/id-da:r ikbi:ra/ الدّار اكبيرة

The car is small.

/il-wa:ta ṣqi:ra/ الوانه صغيرة

Note the difference in meaning between:

1. The big house...

/id-da:r l-ikbi:ra/ الدّار الاكبيرة

and

2. The house is big.

/id-da:r ikbi:ra/ الدّار اكبيرة

Make sure that you don't say one while meaning the other. Of the two, "The house is big." is a complete sentence in itself and can stand alone, while "the big house" is not a complete sentence.

Negation:

Simple sentences like "The house is big" are easy to build since there is no verb "to be" (in the present tense) in Hassaniya. You negate such sentences with the formula shown in Lesson 4.

The house isn't big.

/id-da:r ma:hi kbi:ra/ الدّار ماهي كبيرة

The book is not expensive.

/il-kita:b ma:hu wa:ᶜir/ الكتاب ماهو واعر

1 a. Learn any new vocabulary in this lesson.

b. Read the examples aloud paying close attention to your teacher's guidance on pronunciation.

c. Write out the examples in Arabic in your notebook and show your efforts to your teacher.

2. Translate the following sentences into Arabic. First read out your translations aloud in class, then write them out in Arabic in your notebook.

1. The house is new.
2. The town is large.
3. The room is small.
4. Meat is expensive.
5. My office is big.
6. The embassy is new.
7. The woman is beautiful.
8. My car is old.
9. Her daughter is young.
10. Muhammad is tall.
11. The book is cheap.
12. Ali is rich.
13. The desert is hot.
14. Today is hot.
15. The door is open.
16. The restaurant is shut.
17. The shop is open.
18. The glass is dirty.
20. My house is near.

3. Make the sentences in #2 above negative.

Read your translations aloud in class, then write them out in Arabic in your notebook.

HAVE/HAVE GOT

Lesson Ten

The possessive suffixes (Lesson 3) also function as the equivalent to the English object pronouns "me", "you", "him", "her", etc. and these suffixes used on conjunction with the preposition /ᶜand/ give the equivalent in Hassaniya to the English "have" or "have got".

Examples:

I have	/ᶜand-i/	عندي
you have (m.)	/ᶜand-ak/	عندَك
you have (f.)	/ᶜand-ik/	عندِك
he has	/ᶜand-u/	عنده
she has	/ᶜand-ha/	عندها
we have	/ᶜand-na/	عندنا
you have (pl.)	/ᶜand-kum/	عندكم
they have	/ᶜand-hum/	عندهم

Although this translates literally as "near me", "near you", etc., in Hassaniya it expresses the same idea of "possessing", "owning", or "having" as "I have ..." and "I have got..." do in English.

Note:

1. There are three forms of "you have" in Hassaniya. You must distinguish between "you have" referring to either a man, woman or a group of people.

2. There is no equivalent to English "it has". Since all nouns are either masculine or feminine you must use either "he has" or "she has" when referring to a thing depending on its gender.

3. Note that since the last letter of /ᶜand/ is a non-connector all the suffixes stand alone unjoined.

Negative of /ᶜand/

The negative is formed by placing /ma/ ما before /ᶜand/. /ma/ is invariable.

Examples:

I don't have	/ma ᶜand-i/	ما عندي
you (m.) don't have	/ma ᶜand-ak/	ما عندَك
you (f.) don't have	/ma ᶜand-ik/	ما عندِك
he doesn't have	/ma ᶜand-u/	ما عندُه
she doesn't have	/ma ᶜand-ha/	ما عندها
we don't have	/ma ᶜand-na/	ما عندنا
you (pl.) don't have	/ma ᶜand-kum/	ما عندكم
they don't have	/ma ᶜand-hum/	ما عندهم

1 a. Learn any new vocabulary in this lesson.

b. Read the examples out loud paying attention to your teacher's advice on pronunciation.

c. Write out the examples in Arabic in your notebook and show your efforts to your teacher.

2. Read the following sentences aloud and then translate them into English. Use this exercise as writing practice when you have finished your oral practice in class. Show what you write to your teacher.

1. /ᶜand-i da:r isqi:ra/ عندي دار اصغيرة
2. /ᶜand-u wa:ta/ عنده وانة
3. /ma ᶜand-ha ikta:b/ ما عندها اكتاب
4. /ma ᶜand-na fadhdha/ ما عندنا فضّة
5. /ᶜand-hum khayma kbi:ra/ عندهم خيمة كبيرة
6. /ᶜand-ak ma ?/ عندَك ما ؟
7. /ᶜand-ik il-muvta:h/ عندِك المفتاح
8. /ma ᶜand-kum laham ?/ ما عندكم لحم ؟
9. /ma ᶜand-i wa:ta/ ما عندي واتة
10. /ᶜand-kum ma:ru ?/ عندكم مارو ؟

3. Translate the following sentences into Arabic. First say them aloud in class paying attention to your teacher's corrections and advice on pronunciation, then write them out in Arabic in your notebook.

1. Do you (pl.) have any bread?
2. The man has a new car.
3. We have a small house.
4. She doesn't have a book.
5. They don't have any fish.
6. They have a new tent.
7. I don't have any money.
8. We don't have a car.
9. Do you (m.) have the time?
10. Do you (f.) have a pen?

DEMONSTRATIVES

Lesson Eleven

The Hassaniya equivalents for "this", "that", "these" and "those" are:

Examples:

this (m.)	/ha:dha/	هٰذا
this (f.)	/ha:dhi/	هٰذي
these (m. & f.)	/ha:dhu/	هٰذو
that (m.)	/dha:k/	ذاك
that (f.)	/dhi:k/	ذيك
those (m. & f.)	/dhu:k/	ذوك

Note the "dagger/alif/" in the written Arabic of "this" (m. & f.) and "these". (See the section on "dagger /alif/" in the Literacy Handbook).

Examples:

1. This is Mohammed.

   /ha:dha muḥammad/ هٰذا محمّد

   This is Fatima.

   /ha:dhi fa:ṭimatu/ هٰذي فاطمةُ

This is a new book.

/ha:dha kta:b ijdi:d/ هٰذا كتاب اجديد

This is a nice house.

/ha:dhi da:r zayna/ هٰذي دار زينة

These are new houses.

/ha:dhu dya:r ijdi:da:t/ هٰذو ديار اجديدات

2. That is Ahmad.

/dha:k ahmad/ ذاك احمد

That is Nafisa.

/dhi:k nafi:satu/ ذيك نفيسةُ

That is a new pen.

/dha:k glam ijdi:d/ ذاك قلم اجديد

That is an expensive car.

/dhi:k wa:ta wa:ᶜira/ ذيك واتة واعرة

Those are new houses.

/dhu:k dya:r ijdi:da:t/ ذوك ديار اجديدات

The other kind of sentence in which "this", "that", "these", and "those" are most commonly used is in the pattern:

This (noun) is (adjective).

This house is new.

In the Arabic for sentences on this pattern you must use /il/, "the", with the noun. Thus the sentence "This house is new" literally translates into Hassaniya as "This the house new."

Examples:

This house is new.

/ha:dhi id-da:r ijdi:da/ هٰذي الدّار اجديدة

That car is expensive.

/dhi:k il-wa:ta wa:^{c}ira/ ذيك الوانة واعرة

These books are new.

/ha:dhu l-iktu:b ijdi:da:t/ هٰذو الاكتوب اجديدات

This feature often poses a problem for English speakers. Contrast these examples with those on the previous page. In both English and Arabic each version means much the same thing; you simply have a choice as to how you wish to express yourself.

1 a. Learn any new vocabulary in this lesson.

b. Read the examples aloud paying close attention to your teacher's guidance on pronunciation.

c. Write out the examples in Arabic in your notebook and show your efforts to your teacher.

2. Substitution Drill #1

a. Read the model sentences.

b. Work out the Arabic for what is to be substituted; you may have to change two items in some sentences.

c. Read each sentence aloud.

d. Write out each new sentence in Arabic in your notebook.

Model Sentence

This is a new restaurant.

/ha:dha mat^{c}am ijdi:d/ هذا مطعم اجديد

Substitute

1. .... a new house.
2. .... Ahmad.
3. .... my wife.
4. That ....
5. That .... hotel.
6. .... a large town.
7. That .... car.
8. .... a cheap restaurant.
9. That .... a big house.
10. ....Nafisa.
11. That .... the Post Office.
12. .... a large office.
13. That .... a tall man.
14. .... my son.
15. .... my daughter.

3. Substitution Drill #2

Model Sentence

This town is large.

/ha:dhi dashra kbi:ra/ هٰذي دشرة كبيرة

Substitute

1. .... old.
2. .... new.
3. .... expensive.
4. This house ....
5. That building ....
6. That shop ....
7. .... small.
8. This room .... small.
9. This office ....
10. That restaurant ....

PRESENT -- INTRODUCTION

Lesson Twelve

The Present Tense in Hassaniya obeys a regular and predictable pattern: each verb consists of a "stem", in many cases made up of 3 letters which conveys the meaning of the verb.

"I", "you", "he", "she", etc. are indicated by prefixes and suffixes added to the stem. These prefixes and suffixes remain absolutely constant from one verb to another.

The prefixes are added to the "stem" by one of the short vowels which we will call the "helper" vowel which remains the same within any one verb. You may hear some regional differences in Mauritania as to which short vowel is used as the "helper" vowel in some verbs, and you may find that the short vowels used in examples in this book are not always what you will hear in different parts of the country. In the early stages of learning Hassaniya, follow your teacher's pronunciation and advice. When you are on your own, keep your ears open and imitate what you hear used most often around you.

Here are three common verbs written in all the "persons":

Examples: "write"

I write	/niktub/	نكتب
you write (n.)	/tiktub/	تكتب
you write (f.)	/tiktubi/	تكتبي
he writes	/yiktub/	يكتب
she writes	/tiktub/	تكتب
we write	/niktubu/	نكتبو
you write (pl.)	/tiktubu/	تكتبو
they write	/yiktubu/	يكتبو

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Examples: "know"

I know	/na^{c}raf/	نعرف
you know (m.)	/ta^{c}raf/	تعرف
you know (f.)	/ta^{c}rafi/	تعرفي
he knows	/ya^{c}raf/	يعرف
she knows	/ta^{c}raf/	تعرف
we know	na^{c}rafu/	نعرفو
you know (pl.)	/ta^{c}rafu/	تعرفو
they know	ya^{c}rafu/	يعرفو

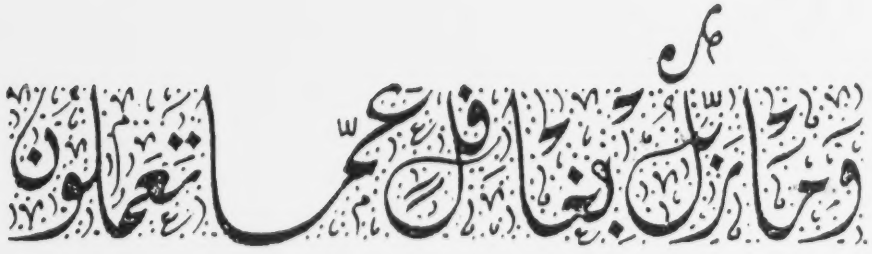
"speak"

I speak	nitkallam/	نتكلّم
you speak (m.)	titkallam/	تتكلّم
you speak (f.)	titkallami/	تتكلّمي
he speaks	yitkallam/	يتكلّم
she speaks	titkallam/	تتكلّم
we speak	nitkallamu/	نتكلّمو
you speak (pl.)	titkallamu/	تتكلّمو
they speak	yitkallamu	يتكلّمو

As you can see, the prefixes and suffixes are quite regular:

	verb stem
I	n _____
you (m.)	t _____
you (f.)	t _____ i
he	y _____
she	t _____
we	n _____ u
you (pl.)	t _____ u
they	y _____ u

The only possible source of confusion may be that you (m.) and she are the same in pronunciation and writing. However, context will always tell you whether a man is being addressed or a woman spoken about.



If the last letter of the verb stem is an /i/ represented by the letter /ya:'/ ي , these changes occur:

Example:

I go	/nimshi/	نمشي
you go (m.)	/timshi/	تمشي
you go (f.)	/timshi/	تمشي
he goes	/yimshi/	يمشي
she goes	/timshi/	تمشى
we go	/nimshu/	نمشو
you go (pl.)	/timshu/	تمشو
they go	/yimshu/	يمشو

Note what has happened:

1. you (f.) - Since the verb "stem" ends in /i/, there is no need to add the /i/ that usually distinguishes you (f.) from you (m.). This means that now you (m.), you (f.), and she are all identical in form and pronunciation. Context will tell you which is intended.

2. plurals - For all the plurals we, you, and they, the final /i/ is dropped and the /u/ which is the plural suffix marker is added directly to the second letter of the "stem" - in this case, the /shi:n/ ش .

These are not random changes. All verbs with /i/ as the last letter of the "stem" behave like this model.

1 a. Learn any new vocabulary in this lesson.

b. Read the examples aloud paying close attention to your teacher's guidance on pronunciation.

c. Write out the examples in Arabic in your notebook and show your efforts to your teacher.

2. Learn as many of these new verbs which behave like the examples in this lesson.

We have introduced each new verb in the "he" form - remember that the "helper" vowel connecting the prefixes to the first letter of the verb stem is constant within any one verb, so once you know the "helper" vowel for one person, you can predict the other persons accurately.

a. Verbs that behave like /yiktub/, /ya^{c}raf/ and /yitkallam/:

he finds	/yijbar/	يجبر
he rides	/yirkab/	يركب
he enters	/yidkhal/	يدخل
he closes	/yigval/	يقفل
he sits	/yig^{c}ad/	يقعد
he drinks	/yishrub/	يشرب
he hears	/yisma^{c}/	يسمع
he returns	/yirja^{c}/	يرجع
he opens	/yiftah/	يفتح
he hits	/yibut/	يبط

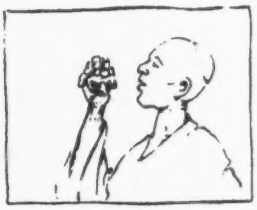
he lives	/yiskun/	يسكن
he takes	/yigbadh/	يقبض
he listens	/yissannat/	يصنّت
he works	/yishtaghal/	يشتغل

b. Verbs that behave like /yimshi/:

he buys	/yishri/	يشري
he wants	/yibqi/	يبغي
he smokes	/yikmi/	يكمي

3. For further practice write out verb tables like the examples in this lesson, for all the persons of these verbs.

Keep a section of your notebooks for verbs and sample verb tables.



INTERROGATIVES

Lesson Thirteen

Generally, asking questions in Hassaniya is indicated by tone of voice and "rising intonation" -- you show you are asking questions by raising your voice at the end of the sentence. In written Arabic, unless the question is introduced by a question word, the only difference between a statement and a question is the question mark.

Here is a review of words that can be used to introduce questions in Hassaniya:

1. "Is it so?" /ya:k ?/ باك

2. "What?"

The Hassaniya for "what?" varies slightly in form depending on whether a man, a woman, or a group is being addressed or referred to:

"What?" (m.)	/shinhu ?/	شنهو
"What?" (f.)	/shinhi ?/	شنهي
"What?" (pl.)	/shinhum ?/	شنهم

3. "Who?" "Which?"

The Hassaniya for "who?" varies slightly in form depending on whether a man, a woman, or a group is being addressed or referred to:

"Who?" (m.)	/minhu ?/	منهو
"Who?" (f.)	/minhi ?/	منهي
"Who?" (pl.)	/minhum ?/	منهم

4. "How much?" (money -- price)

"How much?"	/ba:sh ?/	باش

5. "Where?"

"Where?"	/mnayn ?/	منين

6. "How much?", "How many?"

How much/many?	/kam ?/	كم
How many do you have...?	/kam ᶜand-ak min... ?/	كم عندَك من ...

7. "Why?"

"Why?"	/ᶜala:sh ?/	علىش

8. "When?"

"When?"	/aynta ?/	اينتا

9. "How long ...?"

The question "How long have you been...?" is formed in Hassaniya by /kam/ + /l/ or /il/ + relevant suffix pronoun.

"How long have you (m.) been...?"	/kam l-ak... ?/	كم لَك ... ؟
"How long have you (f.) been...?"	/kam l-ik... ?/	كم لِك ... ؟
"How long has he been...?"	/kam l-u... ?/	كم لهْ ... ؟
"How long has she been...?"	/kam il-ha... ?/	كم الها ... ؟

"How long have we been...?"	/kam in-ña... ?/	كم انّا ... ؟
"How long have you (pl.) been...?"	/kam il-kum... ?/	كم الكم ... ؟
"How long have they been...?"	/kam il-hum.. ?/	كم الهم ... ؟

The answer "I've been...", "he's been...", "we've been..." etc. is expressed by /l/ or /il/ + the relevant suffix pronouns.

I have been in Nouakchott for a month.

/l-i shahr vi nu:akshu:t/ لي شهر في نواكشوط

We've been working for two hours.

/nihna nishtaghalu sa:ᶜatayn/ نحنا نشتغلو ساعتين

10. "Which?"

"Which?"	/aynta/	اِينتا

11. "Did/Do/Does" (Interrogative Word)

"Did/Do/Does"	/mahalla/	محلّى

1 a. Make sure you know all the interrogatives in this lesson.

b. Write out the vocabulary from this lesson in Arabic for revision in your notebook.

2. Since this is primarily a revision lesson, all the exercises will be translation from English into Arabic.

Translate the following sentences into Arabic.

a. Read your translations aloud in Arabic, and then write them out in your notebook.

b. For further practice vary the vocabulary where sense allows.

1. What's your name? (to a man)
2. What's your job? (to a woman)
3. How many children do you (f.) have?
4. How much is this?
5. How much is a kilo?
6. What are these?
7. When do you get up every day? (to a man or a woman)
8. How much is a kilo of meat?
9. Where do you live? (to a man or a woman)
10. Why don't you (m.) sit down?
11. When is he coming?
12. What does she want?
13. How long have you (f.) lived in Mauritania?
14. Who is she?
15. Which one do we want?

16. Who are they?

17. What's the news?

18. Why are you doing that?

19. How many brothers/sisters do you (m.) have?

20. Where are you (f.) going?

21. When are you (m.) going to America?

22. Where are they?

23. Who is he?

24. What's the time?

25. Why don't you (f.) come with me?

2. Substitution Drill

a. Read the model sentence.

b. Work out the Arabic to be substituted.

c. Read out the new sentences to your teacher.

d. Write out the new sentences in Arabic in your notebook.

Since this is a question and answer drill, provide an answer to each question from the alternatives on the next page,or provide your own.

Model Sentence

Q. How long have you (f.) been working in Mauritania?

/kam l-ik tishtaghali vi mu:ri:ta:niya ?/

كم لِك تشتغلي ي موريتانية ؟

Substitute

1. .... you (m.) ....
2. .... they been living ....
3. .... he been living ....
4. .... she ....
5. .... learning French?
6. .... they ....
7. .... you (m.) been living ....
8. .... you (f.) been living ....
9. .... they been speaking Arabic?
10. .... in the hospital?

A.

1. a year
2. two years
3. six months
4. a month
5. two months
6. a week
7. two weeks
8. a year and a half
9. a long time
10. a very long time

PRESENT TENSE - VARIATIONS

Lesson Fourteen

Although the patterns shown in Lesson 12 will apply to the vast majority of verbs you will have to use, there are two features you must be aware of from the outset in learning Hassaniya: 1) a very few common verbs have an alternative prefix for the /y/ indicating "he" and "they"; 2) these same verbs usually dispense with a "helper" vowel to join the prefixes to the first letter of the verb stem.

Example:

I see	/nshu:v/	نشوف
you see (m.)	/tshu:v/	تشوف
you see (f.)	/tshu:vi/	تشوفِ
he sees	/ishu:v/	اشوف
she sees	/tshu:v/	تشوف
we see	/nshu:vu/	نشوفو
you see (pl.)	/tshu:vu/	تشوفو
they see	/ishu:vu/	اشوفو

These are not random changes. They occur in verbs with a long vowel, either /wa:w/ و or /ya:'/ ي as in the middle letter of a 3-letter verb stem.

Examples: "say"

I say	/ngu:l/	نقول
you say (m.)	/tgu:l/	تقول
you say (f.)	/tgu:li/	تقولي
he says	/igu:l/	اقول
she says	/tgu:l/	تقول
we say	/ngu:lu/	نقولو
you say (pl.)	/tgu:lu/	تقولو
they say	/igu:lu/	اقولو

"sell"

I sell	/nbi:ᶜ/	نبيع
you sell (m.)	/tbi:ᶜ/	تبيع
you sell (f.)	/tbi:ᶜi/	تبيعي
he sells	/ibi:ᶜ/	ابيع
she sells	/tbi:ᶜ/	تبيع
we sell	/nbi:ᶜu/	نبيعو
you sell (pl.)	/tbi:ᶜu/	تبيعو
they sell	/ibi:ᶜu/	ابيعو

Note that apart from the "he" and "they" forms and the lack of a "helper" vowel, all the other prefixes and suffixes are identical to the models in Lesson 12. This feature also applies to those very few verbs that have only 2 letter stems.

Example:

I pour	/nṣubb/	نصبّ
you pour (m.)	/tṣubb/	تصبّ
you pour (f.)	/tṣubbi/	تصبّي
he pours	/iṣubb/	اصبّ
she pours	/tṣubb/	تصبّ
we pour	/nṣubbu/	نصبّو
you pour (pl.)	/tṣubbu/	تصبّو
they pour	/iṣubbu/	اصبّو

Pay special attention to the kind of verbs discussed in this lesson. They are not irregular verbs since all verbs showing these features will behave in the same way. So always be careful of these verbs: 1) verbs with /wa:w/ و or /ya:'/ ى as the middle letter of a 3-letter stem and 2) verbs that have only 2-letter stems.

1 a. Learn any new vocabulary in this lesson.

b. Read the examples aloud paying close attention to your teacher's guidance on pronunciation.

c. Write out the examples in Arabic in your notebook and show your efforts to your teachers.

2. Learn as many of these new verbs as you can which behave like the examples in this lesson. Remember:

i. They do not have a "helper" vowel connecting the prefixes to the first letter of the verb stem.

ii. They have the alternate prefix /i/ instead of /y/ in pronunciation to indicate "he" and "they". The prefixes indicating the other persons remain unchanged.

We introduce each new verb in both the "I" form and the "he" form to reinforce this feature.

I get up	/ngu:m/	نقوم
he gets up	/igu:m/	اقوم
I visit	/nzu:r/	نزور
he visits	/izu:r/	ازور
I go (to)	/ngi:s/	نقيس
he goes (to)	/igi:s/	اقيس
I put	/ndi:r/	نـدير
he puts	/idi:r/	ادير
I wait	/nhani/	نهني
he waits	/ihani/	اهني
I increase	/nzi:d/	نزيد
he increases	/izi:d/	ازيد

Verbs with a doubled middle letter of the verb stem behave in the same way as the examples in this lesson.

I let	/nkhalli/	نخلّي
he lets	/ikhalli/	اخلّي
I ask	/nsawwal/	نسوّل
he asks	/isawwal/	اسوّل
I do	/n^{c}addal/	نعدّل
he does	/i^{c}addal/	اعدّل
I look at	/nkharras/	نخرّس
he looks at	/ikharras/	اخرّس
I look for	/nlawwad/	نلوّد
he looks for	/ilawwad/	الوّد
I pay	/nkhallas/	نخلّص
he pays	/ikhallas/	اخلّص

3. For further practice write out verb tables like those in this lesson for all the persons of the verb.

Keep a section of your notebook for verbs and sample verb tables.

Make sure you learn these verbs and their variations from the examples in Lesson 12.

PRESENT TENSE - CONTINUED

Lesson Fifteen

Three important verbs to pay special attention to are the following:

Example: "want"

I want	/ndu:r/	ندور
you want (m.)	/iddu:r/	إدّور
you want (f.)	/iddu:ri/	إدّوري
he wants	/idu:r/	إدور
she wants	/iddu:r/	إدّور
we want	/ndu:ru/	ندورو
you want (pl.)	/iddu:ru/	إدّورو
they want	/idu:ru/	إدورو

Note that the /t/ ت prefix indicating "you" (m.), "you" (f.) and and "you" (pl.) is assimilated to the /d/ of the verb with an "upbeat added at the beginning for more facility in pronunciation.

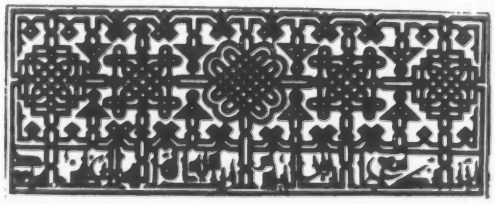
The /y/ of "he" and "they" is replaced by /i/.

Pay special attention to this very common verb and learn it by heart:

Examples: "can"

I can	/ngidd/	نقدّ
you can (m.)	/tgidd/	تقدّ
you can (f.)	/tgiddi/	تقدّي
he can	/igidd/	اقدّ
she can	/tgidd/	تقدّ
we can	/ngiddu/	نقدّو
you can (pl.)	/tgiddu/	تقدّو
they can	/igiddu/	اقدّو

Note that in this verb the final letter of the "stem" is doubled if followed by a vowel.



Plaited Kufic ornamentation
"God gathers mankind for the Day of Judgment"

Pay special attention to this very useful verb and learn it by heart:

Examples: "come"

I come	/nji/	نجي
you come (m.)	/tji/	تجي
you come (f.)	/tji/	تجي
he comes	/iji/	اجي
she comes	/tji/	تجي
we come	/nju/	نجو
you come (pl.)	/tju/	تجو
they come	/iju/	اجو

Note that this is a two-letter verb "stem" with /ya:/ ـي as the last letter, so the changes outlined in Lesson 14 apply.

Take special care in learning these verbs.

1. There is no "infinitive" per se in Hassaniya. Therefore the sentence "I want to go" is rendered in this way:

Examples:

I want to go.

/ndu:r nimshi/ ندور نمشي

(which translated literally means "I want I go".)

He wants to see Ahmad.

/idu:r ishu:v ahmad/ إدور إشوف احمد

(literally "he wants he sees Ahmad".)

2. The negative of Present Tense verbs is formed by putting /ma/ ما before the verb.

Example:

I don't want to go.

/ma ndu:r nimshi/ ما ندور نمشي

She doesn't want to come.

/ma iddu:r tji/ ما إدّور تجي

We don't want to go.

/ma ndu:ru nimshu/ ما ندورو نمشو

1 a. Learn any new vocabulary in this lesson.

b. Read the examples aloud in class paying careful attention to your teacher's guidance on pronunciation.

c. Write out the examples in Arabic in your notebook and show your efforts to your teacher.

2. Now that you have seen the different forms that the Present Tense may take, we want you to practice using them all in a variety of exercises.

Translation and Multiple Substitution Exercises

Make as many sentences as you can by translating this multiple substitution drill:

Q.	What Where	do does	you (m. & f.) he/she you (p.) they	want to	do go ?

A.	I He She We They	want to go to	the cinema the market the office the sea the desert the clinic

For writing and comprehension write out the translation of this question and answer pattern. If you want to extend this exercise you can substitute other places in the answer.

Use this exercise as a model for building up your multiple substitution question and answer drills using other vocabulary.

3. Substitution Drill

a. Read the model sentence.

b. Work out the Arabic to be substituted.

c. Write out the new sentences in Arabic.

d. Read the new sentences aloud.

Model Sentence

I want to see Ahmad.

ndu:r nshu:v ahmad. ندور نشوف احمد

Substitute

1. She ....
2. They ....
3. He doesn't ....
4. Do you (f.) .... ?
5. ....the house.
6. .... at ten o'clock.
7. .... the city.
8. I don't ....
9. Does he ....
10. Do you (p.) .... ?

4. Sentences for Reading and Repetition

Read these sentences aloud paying careful attention to your pronunciation.

1. What do you (f.) want to do?
   /ash iddu:ri t^{c}addali ?/ اش إدّوري تعدّلي ؟
2. Who do you (m.) want to see?
   /minhu iddu:r tshu:v ?/ منهو ادّور تشوف ؟
3. I don't want to go.
   /ma ndu:r nimshi/ ماندور نمشي
4. Why doesn't he want to go?
   /^{c}ala:sh ma idu:r yimshi ?/ علىش ما إدور يمشي ؟
5. Do you (m.) speak English?
   /titkallam ingli:zia ?/ تتكلّم انقليزية ؟
6. Do you (f.) speak Arabic?
   /titkallami ^{c}arabi ?/ تتكلّمي عربي ؟
7. When does he want to come?
   /aynta idu:r iji?/ اينتا إدور إجي ؟
8. Why do they want to do that?
   /^{c}ala:sh idu:ru i^{c}addalu ha:dha ?/ علىش ادورو اعدّلو هذا ؟
9. What do you (f.) want to say?
   /ash iddu:ri tgu:li ?/ اش إدّوري تقولي ؟
10. We want to see the house.
    /ndu:ru nshu:vu d-da:r/ ندورو نشوفو الدّار

Write out these sentences using different persons of the verb where the sense allows.

Use vocabulary from previous lessons.

Read all your own sentences out loud.

Listen for these verbs in other people's speech.

5. Translate these sentences into Arabic.

Read your translations out loud paying careful attention to your pronunciation and then write them out in Arabic in your notebooks.

1. Does he want to come?
2. Who does she want to see?
3. When are you (f.) coming?
4. I don't want to go.
5. When do you (m.) get up in the morning?
6. I want to visit Atar.
7. Where do you (f.) work?
8. What do you (m.) want to drink?
9. Do you (m.) smoke?
10. What does she want to buy?
11. Where do you (pl.) want to sit?
12. I don't smoke.
13. What do you (f.) want to eat?
14. Where do they want to go?
15. He doesn't want to go.
16. When is he coming?
17. What do you (f.) want to buy?
18. Do you (m.) know Muhammad?
19. He doesn't speak English.
20. Where do you (m.) work?
21. I want to ask a question.
22. When can I see Muhammad?
23. Where can I find ....?
24. I don't want that
25. We want to go to the sea.

IMPERATIVES

Lesson Sixteen

The imperative (or "command" form) in Hassaniya is formed in the following ways:

1. When addressing any individual or group, simply put /i/ as an upbeat in front of the first letter of the verb "stem".

2. When addressing a woman, /i:/ is also added after the last letter of the verb stem.

3. When addressing a group of men or women, /u/ is added instead of /i:/ after the last letter of the verb stem.

Examples:

	addressing a man	addressing a woman	addressing a group
work!	/ishtaghal/	/ishtaghli/	/ishtaghlu/
	اشتغل	اشتغلي	اشتغلو
write!	/iktub/	/iktubi/	/iktubu/
	اكتب	اكتبي	اكتبو
buy!	ishri	ishri	/ishru
	اشري	اشري	اشرو
listen!	issant	issanti	/issantu
	اسنت	اسنتي	اسنتو
speak!	itkallam	/itkallami/	/itkallamu/
	اتكلّم	اتكلّمي	اتكلّمو

There is a special form of the imperative for "come!" It is not related to the verb you have learned meaning "to come".

come! (m. & f.)	/wahay/	وهاي
come! (to a group)	/wahu/	وهو

Note that this form is only used as a command. "Come here!" is:

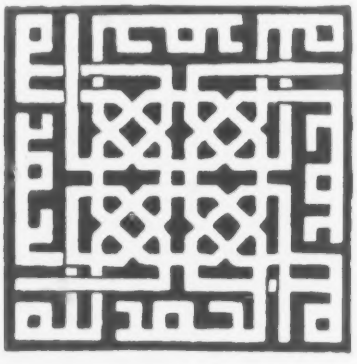
/wahay ila:h/ وهاي الاه

Negative Imperative:

The negative of the imperative - i.e. "Don't go", "Don't speak" is formed in Hassaniya by putting the negative particle /la/ in front of the second person singular or plural (masculine or feminine where relevant) of the verb:

Examples:

Don't go! (to a man)	/la timshi/	لا تمشي !
Don't open the door! (to a woman)	/la tuvtahi il-ba:b/	لا تفتحي الباب !



Squared design: *Al-ḥamdu l-illāhi*: "Praise to God"
Turkish minaret, 16th century AD

1 a. Learn any new vocabulary in this lesson.

b. Read the examples aloud in class paying attention to your teacher's guidance on pronuncation.

c. Write out the examples in Arabic in your notebook and show your teacher your efforts.

2. Translate the following commands into Arabic, and then make them negative.

Remember that there is a slightly different form of the command for addressing a man, a woman and groups.

1. Buy some meat! (to a man)
2. Come in! (to a group)
3. Come here! (to a man)
4. Open the door! (to a man)
5. Take it! (to a man)
6. Enter! (to a woman)
7. Speak to me! (to a man)
8. Get in the car! (to a group)
9. Listen to me! (to a woman)
10. Stay there! (to a group)

NOUNS PLUS ADJECTIVES

Lesson Seventeen

Adjectives are placed after the noun in Hassaniya. Thus a phrase like "a big house" literally translated from Hassaniya would be "a house-big".

1. Indefinite:

Masculine nouns take the masculine form of the adjective:

Examples:

a large room	/bayt ikbi:r/	بيت اكبير
a new book	/ikta:b ijdi:d/	اكتاب اجديد

Feminine nouns take the feminine form of the adjective:

Examples:

a big town	/dashra ikbi:ra/	دشره اكبيرة
a young girl	/mint isqi:ra/	منت اصغيرة
a new house	da:r ijdi:da/	دار اجديدة

2. Definite:

If the noun has the definite article "the", /il/, the adjective following it must also be prefixed by /il/. Thus the phrase "the big house" literally translated into Hassaniya would be "the house the big".

Examples:

the large room	/il-bayt il-ikbi:r/	البيت الاكبير
the new book	/l-ikta:b l-ijdi:d/	الاكتاب الاجديد
the big town	/id-dashra l-ikbi:ra/	الدّشرة الاكبيرة
the new house	/id-da:r l-ijdi:da/	الدّار الاجديدة

Notes:

1. The rules for joining the definite article /il/ to adjectives are identical to those for nouns.
2. Some nouns not ending in /ta:' marbu:ṭa/ are feminine. These nouns take the feminine endings with a following adjective.

Examples:

the new house	/id-da:r l-ijdi:da/	الدّار الاجديدة
the old woman	/il-mara: il-kahla/	المراء الكهلة

1 a. Learn any new vocabulary in this lesson.

b. Read the examples aloud paying careful attention to your teacher's guidance in pronunciation.

c. Write out the exercises in Arabic, and then show your efforts to your teacher.

2. Translation

Translate the following phrases into Arabic.

First say them aloud paying attention to your pronunciation, then write them out in Arabic in your copy book paying careful attention to spelling. Show your efforts to your teacher. If you have made any mistakes, make sure you understand what is wrong before going on.

1. a small room

2. an expensive house

3. a clever merchant

4. an old car

5. a young girl

6. a tall man

7. a beautiful woman

8. a poor man

9. a large tent

10. an old road

11. a cheap book

12. a small table

13. a big camel

14. a new shirt

15. a rich man

3. Make your translations of the phrases in #2 above definite and show the results to your teacher.

"Three things strengthen a nation's defences:
gentleness, justice, and generosity"

PREPOSITIONS

Lesson Eighteen

The following is a review of important prepositions:

1.	before (2)	/sa:big/	سابق
		/gbal/	قبل
2.	after (3)	/ᶜa:big/	عابق
		/baᶜad/	بعد
		/ura/	ورا
3.	to....from	/min....ila/	من ... الى
4.	above, upstairs, on	/fawg/	فوق
5.	under, downstairs, below	/taht/	تحت
6.	in	/vi/	في
7.	in, to, towards	/shu:r/	شور
8.	on	/ᶜala/	على

9.	with	/ma^{c}a:/	معا
10.	for, to	/li/	لـ
11.	at, near (2)	/^{c}and/	عند
		/hdha/	هذا
12.	behind	/ura/	أُرا
13.	near (to)	/grayyib min/	قريب من
14.	far (from)	/ba^{c}i:d min/	بعيد من
15.	in front of	/gudda:m/	قدّام
16.	between	/bayn/	بين
17.	about, concerning	/^{c}an/	عن

1 a. Learn any new vocabulary in this lesson.

b. Read the examples aloud paying careful attention to your teacher's guidance on pronunciation.

c. Write out the examples in Arabic in your notebook and show your efforts to your teacher.

2. Translation and Substitution Drill

a. Read the model sentence aloud.

b. Work out the Arabic of what has to be substituted.

c. Read the new sentence aloud.

d. Write out each new sentence in Arabic in your notebook.

Model Sentence

1. I came before him.
/ana jayt sa:big-u/ انا جيت سابقهُ

Substitute

She	her.
We	them.
They	us.
He	you (f.)

2. They came after us.
/jaw ᶜa:gb-na/ جو عاقبنا

Substitute

I	you (m.)
She	me
He	them.
We	you (f.)

3. I walked from my house to the office.

/mashayt min da:r-i ila-l-maktab/ مشيت من داري الى المكتب

Substitute

her	mosque
his	ministry
our	clinic
their	sea

4. He's going to Dakar.

/huwa ma:shi shu:r daka:r/ هو ماشي شور دكار

Substitute

I'm	America.
They're	Atar.
She's	Nouadhibou
He's	Rosso.

5. Is the Post Office far from here?

/mahallaʌil-bu:sta ba^{c}i:d min hu:n ?/ محلا باك البوصطة بعيد من هون ؟

Substitute

ministry	the office?
hospital	
market	the sea?
sea	Nouakchott?
embassy	
bank	the P.C. office?

3. Translation

Translate the following sentences into Arabic:

1. Before Peace Corps I studied at the university.
2. After the summer I worked in an office.
3. The restaurant is open from one to five o'clock.
4. He's upstairs, on the roof.
5. It's under the table.
6. The president has two houses in Rosso.
7. Peace be upon you.
8. The child is next to his mother.
9. I want to talk with him.
10. My girlfriend and her friend want to go with me.
11. The old dog's at Ahmad's.
12. The shop is near the mosque, to the left.
13. His speech is about independence.
14. The Iraqi bank is in front of the school.
15. The Moroccan restaurant is between the shop and the office.

For further practice make up substitution drills from these sentences using the examples in #2 above as models.

THE GENITIVE

Lesson Nineteen

In Hassaniya phrases corresponding to the English "the door of the house" have the form of

noun + article + noun

(the door of the house)

/ba:b id-da:r/ باب الدّار

Where the possessor is a person, the article is omitted. Thus a phrase like "Mohammed's house" becomes

/da:r muhammad/ دار محمّد

(house Mohammed)

In Hassaniya the "thing possessed" always precedes the "possessor". There is no equivalent to the English "___'s" to express possession.

If the first noun (that is, "the thing possessed") is feminine and ends in a /ta:' marbu:ṯa/, it is "opened" in pronuncation and pronounced as a /ta:'/. This is only a pronunciation feature and in written Arabic the /ta:' marbu:ṯa/ will always appear as a /ta:' marbu:ṯa/. The transliteration, however, indicates this "opening".

Example:

/wa:tat muḥammad/ واتة محمّد

/Muhammed's car)

/wiza:rat iṣ-ṣiḥḥa/ وزاره الصّحّة

(The Ministry of Health)

1 a. Learn any new vocabulary in this lesson.

b. Read the examples aloud paying careful attention to your teacher's guidance on pronuncation.

c. Write out the examples in Arabic in your notebooks and show your efforts to your teacher.

2. First read the Arabic sentences aloud, then translate them into English. Use this exercise as writing practice.

1. /zawjat muḥammad/ زوجة محمّد
2. /ṣa:ḥib ᶜali/ صاحب علي
3. /ṣa:ḥibat fa:ṭimatu/ صاحبة فاطمة
4. /wa:tat aḥmad/ وانة احمد
5. /ism zawj-ha/ اسم زوجها
6. /da:r ṣa:ḥib-i/ دار صاحبي
7. /ism zawjat-ak/ اسم زوجتك
8. /wiza:rat it-taᶜli:m/ وزارة التّعليم
9. /ᶜa:ṣimat wilaya:t muta ḥida/ عاصمة ولايات متحدة
10. /da:r yusuf/ دار يوسف
11. /muvta:ḥ il-wa:ta/ مفتاح الوانة
12. /khaymat ab-i/ خيمة ابي

13. /bi:ba:n id-da:r/ بيبان الدّار

14. /muvta:h il-buti:g/ مفتاح البوتيق

15. /maktab ish-shari:ka/ مكتب الشريكة

3. This same genitive construction is used in men's names consisting of the noun /ᶜabd/ عبد "servant", followed by one of the 99 names of God.

e.g.

Abdallah /ᶜabd alla:h/ عبد الله

(lit. "servant of God")

Abd il-Qadir /ᶜabd il-qa:dir/ عبد القادر

(lit. "servant of the Omnipotent One")

Abd ir-rahman /ᶜabd ir-rahma:n/ عبد الرّحمن

(lit. "servant of the Compassionate One")

Find out as many names of this type as you can and keep a record of them.

4. This genitive construction is also used in forming the names of ministries. Find out the names of the ministries listed below, and learn those that you find you need to know especially in connection with your work.

Ministry of Health /wiza:rat is-sihha/ وزارة الصحة

Ministry of Education /wiza:rat it-ta^{c}li:m/ وزارة التعليم

Ministry of Agriculture /wiza:rat iz-zira:^{c}a/ وزارة الزراعة

Ministry of the Interior

Ministry of Foreign Affairs

Ministry of Defense

Ministry of Justice

Ministry of Finance

Ministry of Information

Ministry of Communications

VERBS + SUFFIX PRONOUNS
(Direct Object)

Lesson Twenty

You have already seen that the suffix pronouns, besides indicating possession, can also cover the equivalent of the English "me", "you", "him", "her", etc., which we have called the object pronouns. You saw the suffixed pronouns used in this sense with /ᶜand/ to give the equivalent in Hassaniya of "have/have got".

These suffix pronouns can also be used with verbs as object pronouns to give us sentences like "I know <u>him</u>", "they know <u>me</u>", etc.

Except for the fact that with verbs "me" changes from /-i/ to /-ni/, all the other suffixes are the same as you have already learned.

<u>Examples</u>:

They know <u>me</u>.	/yaᶜrafu-ni/	يعرفوني
She knows <u>you</u>. (m.)	/taᶜraf-ak/	تعرفك
He knows <u>you</u>. (f.)	/yaᶜraf-ik/	يعرفيك
I know <u>him</u>.	/naᶜraf-u/	نعرفه
They know <u>her</u>.	/yaᶜrafu-ha/	يعرفوها
She knows <u>us</u>.	/taᶜraf-na/	تعرفنا
They know <u>you</u>. (pl.)	/yaᶜrafu-kum/	يعرفوكم
I know <u>them</u>.	/naᶜraf-hum/	نعرفهم

Only a few common verbs take the direct object in this way, e.g. "to know", "to give", "to close", "to open", "to speak", etc. Discuss with your teacher which other verbs take the direct object.

Don't forget that in sentences like "I want you (m.) to come", since there is no infinitive, the second verb must agree with the suffix pronoun.

Examples:

I want you (m.) to come.	/ndu:r-ak tji/	ندورك تجي
He wants me to go.	/idu:r-ni nimshi/	إدورني نمشي

Further Use of Suffixes:

The suffix pronouns used to denote "me", "you", "his", "her", etc. can also be used with prepositions. The preposition you will probably use most frequently with the suffix pronouns is /ma^{c}a:/ معا "with".

Examples:

with me	/ma^{c}a:-ya/	معايا
with you (m.)	/ma^{c}a:-k/	معاك
with you (f.)	/ma^{c}a:-k/	معاك
with him	/ma^{c}a:-h/	معاه
with her	/ma^{c}a:-ha/	معاها
with us	/ma^{c}a:-na/	معانا
with you (pl.)	/ma^{c}a:-kum/	معاكم
with them	/ma^{c}a:-hum/	معاهم

Another preposition, /bi/ بـ , (an alternative for "in") when used together with the suffix pronouns gives the equivalent to "because" in Hassaniya:

Examples:

because I	/bi:-ya/	بيـيا
because you (m.)	/bi:-k/	بيـك
because you (f.)	/bi:-k/	بيـك
because he	/bi:-h/	بيـه
because she	/bi:-ha/	بيـها
because we	/bi:-na/	بيـنا
because you (pl.)	/bi:-kum/	بيـكم
because they	/bi:-hum/	بيـهم

The Hassaniya equivalent for "to" or "for me" is /l/ ل or /il/ ال plus the relevant suffix pronoun.

Examples:

to me	/l-i/	لي
to you (m.)	/l-ak/	لَك
to you (f.)	/l-ik/	لِك
to him	/l-u/	لهُ
to her	/la-ha/	لها
to us	/il-na/	النا
to you (pl.)	/il-kum/	الكم
to them	/il-hum/	الهم

Pay attention to the variations in this example.

1 a. Learn any new vocabulary in this lesson.

b. Read the examples aloud in class paying careful attention to your teacher's guidance and pronunciation.

c. Write out the examples in Arabic in your notebook and show your efforts to your teacher.

2. Substitution Drill

a. Read the model sentence.

b. Write out the Arabic of what is to be substituted.

c. Read the new sentences aloud and then write them out in Arabic.

Model Sentence

Ahmad knows her.

/ahmac ya^{c}raf-ha/ احمد يعرفها

Substitute

1. .... him.
2. .... them.
3. Fatima ....
4. I ....
5. She .... me.
6. The directors .... her.
7. We don't .... them.
8. The tailors don't .... her.
9. Youssouf doesn't .... you (f.).
10. Does she .... me?

3. Reading and Repetition Drill

a. Read these sentences aloud.

b. Write them out in Arabic in your notebook.

1. I want you (m.) to visit me.

   /ndu:r-ak tzu:r-ni/ ندورَك تزورني

2. She wants me to go with her.

   /iddu:r-ni nimshi ma^{c}a:-ha/ إدّورني نمشي معاها

3. He wants to visit you (f.)

   /idu:r izu:r-ik/ إدور إزورِك

4. He wants me to go with him.

   /idu:r-ni nimshi ma^{c}a:-h/ إدورني نمشي معاه

5. I want you (f.) to come with me.

   /ndu:r-ik tji ma^{c}a:-ya/ ندورِك تجي معايا

Write out these sentences using different persons of the verb and different suffix pronouns where sense allows.

4. Substitution Drill

a. Read the model sentence.

b. Work out the Arabic of what is to be substituted.

c. Read the new sentences aloud.

d. Write the new sentences out in Arabic in your notebook.

Model Sentence

He is coming because he wants to see you (m.).

/iji bi:-h idu:r ishu:v-ak/ إجي بيه إدور اشوفَك

Remember when you change the subject of the verb you must also change the suffix pronoun following /bi:/ "because". The subject of the second verb must also be changed. In this drill the "you" (m.) will remain constant.

Substitute

1. She ....
2. They ....
3. We ....
4. I ....
5. You ...
6. He ...
7. You ...

THE FUTURE

Lesson Twenty-One

The future is indicated in Hassaniya by placing the invariable word

/la:hi/ لاهي

in front of the verb. It corresponds in use exactly to "shall" or "will" in English.

Examples:

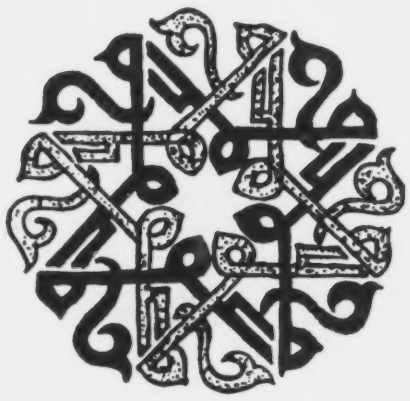
I'll go	/la:hi nimshi/	لاهي نمشي
you'll go (m.)	/la:hi timshi/	لاهي تمشي
you'll go (f.)	/la:hi timshi/	لاهي تمشي
he'll go	/la:hi yimshi/	لاهي يمشي
she'll go	/la:hi timshi/	لاهي تمشي
we'll go	/la:hi nimshu/	لاهي نمشو
you'll go (pl.)	/la:hi timshu/	لاهي تمشو
they'll go	/la:hi yimshu/	لاهي يمشو

Unlike the present tense, the future is made negative by using /ma:ni/, /ma:nak/, /ma:nik/, etc.

Examples:

I won't go	/ma:ni la:hi nimshi/	ماني لاهي نمشي
he won't go	/ma:hu la:hi yimshi/	ماهو لاهي يمشي
we won't go	/ma:na la:hi nimshu/	مانا لاهي نمشو
they won't go	/ma:hum la:hi yimshu/	ماهم لاهي يمشو

Remember that in Arabic statements about the future are generally accompanied by the expression /in sha'alla:h/, ("if God wills it...").



The name *Muḥammad* is repeated in this design

1 a. Learn any new vocabulary in this lesson.

b. Read the examples aloud in class paying careful attention to your teacher's guidance on pronunciation.

c. Write out the examples in Arabic in your notebooks and show your efforts to your teacher.

2. Reading and Repetition Drill

Read each sentence aloud paying attention to your pronunciation.

1. I'll see you (m.) tomorrow.

/la:hi nshuv-ak is-subh/

لاهي نشوفَك الصّبح

2. He'll come the day after tomorrow.

/la:hi iji in-nha:r illi ma:hu is-subh/

لاهي اجي النّهار اللي ماهو الصّبح

3. They'll go next week.

/la:hi yimshu l-isbu:ᶜ il-jay/

لاهي يمشو الاسبوع الجاي

4. I'll visit you (f.) in two weeks.

/la:hi nzu:r-ik ᶜa:gib isbu:ᶜayn/

لاهي نزورِك كاعِب اسبوعين

5. He'll arrive tomorrow, God willing.

/la:hi yu:sal is-subh in sha:' alla:h/

لاهي يوصل الصّبح إن شاء الله

Write out these sentences in Arabic in your notebook.

To generate new sentences change the persons of the verb wherever sense allows.

3. Substitution Drill

a. Read the model sentence.
b. Work out the Arabic of what has to be substituted.
c. Read the new sentences aloud.
d. Write out the new sentences in Arabic in your notebook.

Model Sentence

I'll come on Friday.
/la:hi nji yawm il-juma^{c}a/ لاحي نجي يوم الجمعة

Substitute

1. He'll ....
2. .... tomorrow.
3. She'll ....
4. Will you (f.) ....
5. He won't ....
6. She won't ....
7. We'll ....
8. .... at half past five.
9. I won't ....
10. They'll visit us ....
11. We'll go to Dakar ....
12. I'll visit you (m.) ....
13. Will you (f.) ....?
14. They won't ....
15. .... in the morning.
16. I'll see you (f.) ....
17. .... on Monday.
18. .... next week.
19. I'll go ....
20. .... in the afternoon.

ADVERBS

Lesson Twenty-Two

The following is a list of the most common adverbs of frequency in Hassaniya:

always, often	/da':iman/	دائماً
usually	/ᶜa:datan/	عادةً
sometimes, occasionally	/marra marra/	مرّة مرّة
never, seldom, rarely	/abadan/	ابداً
almost, approximately	/tagri:ban/	تقريباً
every day	/kull nha:r/	كلّ نهار
every week	/kull isbu:ᶜ/	كلّ اسبوع

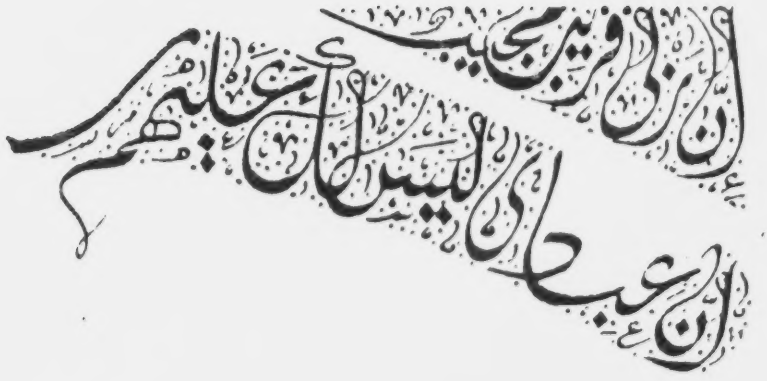
The Arabic equivalents of many adverbial phrases in English are expressed by /bi-/ plus the appropriate noun.

Examples:

slowly	/bi-shu:r/	بشور
quickly	/bi-l-ᶜajala/	بالعجلة

Translate the following sentences into Hassaniya:

1. Those girls usually get up at seven o'clock.
2. Muslims always pray on Fridays.
3. They never drink wine.
4. Abdellahi rarely comes to visit me in the afternoon.
5. The secretary sometimes speaks French with me.
6. You (pl.) sometimes work on Saturdays.
7. Occasionally, Steve and Dave eat together.
8. Good students never sleep in class!
9. The Peace Corps director is always late in the morning.
10. Youssouf always makes tea for us.



THE ACTIVE PARTICIPLE

Lesson Twenty-Three

As you have seen, the Present Tense in Hassaniya often covers both the English Simple Present (used to describe habitual action) and also the Present Continuous (used to describe what is happening at the time of speaking).

Examples:

I sit here everyday. (habitual action)

I am sitting now. (describing what is happening at the time of speaking)

This applies to most verbs, but with certain verbs describing states of being and motion/action, it is possible to use a kind of adjective derived from the verb to describe what is happening at the time of speaking, overlapping in meaning with the Present Tense. We call this adjective the "active participle" and it is formed by putting an /alif/ between the first and second letters of a three-letter verb stem.

Examples: (Some of the most frequently used "active participles")

going	/ma:shi/	ماشي
coming	/ja:i/	جاي
knowing	/ᶜa:rif/	عارف
writing	/ka:tib/	كاتب
hearing	/sa:miᶜ/	سامع
living	/sa:kin/	ساكن
standing	/wa:gif/	واقف

returning	/ra:ji^{c}/	راجع
buying	/sha:ri/	شاري
understanding	/fa:him/	فاهم

Since these "active participles" are really adjectives, they must "agree" with whomever is speaking or being referred to - male, female, or a group of men or women.

Thus when a woman is speaking or being referred to, /ta:' marbu:ta/ must be added.

Examples:

I understand. (woman talking)	/ana fa:hima/	انا فاهمة
She knows.	/hiya ^{c}a:rifa/	هي عارفة
We understand. (men talking)	/nihna fa:himi:n/	نحنا فاهمين
They understand. (talking about a group of men)	/hu:ma fa:himi:n/	هوما فاهمين
We know. (women talking)	/nihna:ti ^{c}a:rifa:t/	نحناتي عارفات
They understand. (talking about a group of women)	/huma:ti fa:hima:t/	هوماتي فاهمات

When one of these "active participles" ends in an /i/, that final /i/ changes to /y/ when a suffix is added.

Examples:

She is coming.	/hiya ja:ya/	هي جاية
They (m.) are going.	/hu:ma ma:shyi:n/	هوما ماشيين
They (f.) are buying.	/huma:ti sha:rya:t/	هوماتي شاريات

The negative of the "active participle" is formed by putting /ma:ni/, /ma:nak/, ma:nik/, etc. in front of it.

Examples:

I don't understand. (man talking)	/ma:ni fa:him/	ماني فاهم
We don't know. (women talking)	/ma:na ᶜa:rifa:t/	ماناعارفات
They are not coming. (referring to group of men)	/ma:hum ja:yi:n/	ماهم جايين

Note:

The "active participle" does not always translate back into English as the Present Continuous and in many cases you could use either the Present Tense or the Active Participle with no difference in meaning. The only way you will really learn to use them is by listening to Mauritanians talking and by copying what you hear people around you saying.

1 a. Learn any new vocabulary in this lesson.

b. Read the examples aloud paying close attention to your teacher's guidance on pronunciation.

c. Write out the examples in Arabic in your notebook and show your efforts to your teacher.

2. Remember that in many cases the active participle in Hassaniya overlaps in sense with both the Present Simple and the Present Continuous Tense in English, and in many sentences in Hassaniya either the Present Tense or the Active Participle could be used.

Reading and Repetition Drill

Read the following sentences aloud paying careful attention to your pronunciation.

1. He's going to the market.

/huwa ma:shi shu:r il-marsa/ هو ماشي شور المرصة

2. I don't know. (woman talking)

/ma:ni ᶜa:rifa/ ماني عارفة

3. She's writing a letter.

/hiya ka:tiba bra:wa/ هي كاتبة براوة

4. He's coming back tomorrow.

/huwa ra:jiᶜ is-subh/ هو راجع الصبح

5. I undertand. (man talking)

/ana fa:him/ انا فاهم

6. I'm coming now. (man talking)

/ana ja:i dhark/ انا جاي ذرك

7. I don't know Ali. (woman talking).

   /ma:ni ᶜa:rifa ᶜali/ ماني عارفة علي

8. Why are you standing here? (addressing a man)

   /ᶜalaysh inta wa:gif hu:n ?/ علیش انت واقف هون ؟

9. She's going to the clinic.

   /hiya ma:shiya shu:r it-tab/ هي ماشية شور الطّب

10. He's not going to the cinema.

    /ma:hu ma:shi shu:r is-si:nama/ ماهو ماشي شور السّينما

3. Make the sentences in #2 above plural. Remember you must distinguish between masculine and feminine particles.

4. Translate the following sentences using the Active Participle.

   1. I understand. (man talking)
   2. She is coming.
   3. They (m.) are going to the desert.
   4. We know. (talking on behalf of a mixed group)
   5. He is standing near the car.
   6. She isn't coming with us to the sea.
   7. He's writing a letter.
   8. They (f.) are returning tomorrow.
   9. They (m.) understand biology.
   10. We don't speak French. (talking on behalf of a mixed group)

THE INDIRECT OBJECT

Lesson Twenty-Four

The indirect object such as in the phrase "to me" of "He gave it to me", is expressed in Hassaniya by the preposition /l-/ or /il-/ or /la-/ plus the relevant suffix pronoun. (For a paradigm of /l-/ see Lesson 20 of The Grammar Handbook.)

The following examples show one verb ("give" in the past tense) using all the relevant combinations of verb plus direct object (it) plus indirect object. In this case the "it" is rendered masculine -don't forget that "it" will be either masculine or feminine depending on the gender of the object being referred to.

Examples:

you (m.) gave it (m.) to me	/ᶜatayt-u l-i/	عطيتهُ لي
we gave it (m.) to you (f.)	/ᶜatana-u l-ik/	عطيناهُ لكِ
we gave it (m.) to you (m.)	/ᶜatana-u l-ak/	عطيناهُ لكَ
I gave it (m.) to him	/ᶜatayt-u l-u/	عطيتهُ لهُ
I gave it (m.) to her	/ᶜatayt-u la-ha/	عطيتهُ لها
they gave it (m.) to us	/ᶜataw-u il-na/	عطوهُ الينا
she gave it (m.) to you (pl.)	/ᶜatat-u il-kum/	عطتهُ الكم
he gave it (m.) to them	/ᶜata-u il-hum/	عطاهُ الهم

Exercises

1. Translate the following English sentences into Hassaniya, paying close attention to the indirect object suffixes.

   1. She gave it to me.
   2. My mother sends it (a letter, f.) to me every week.
   3. The teacher wrote it (the word, f.) for us.
   4. My friend took it (the book, m.) to her.
   5. The boys gave us some water.

2. Substitution

   a. Read the model sentence.
   b. Work out the Arabic for what is to be substituted.
   c. Read each new sentence aloud.
   d. Write out each new sentence in Arabic in your notebook.

   Model Sentence

   He gave it to me.
   /ᶜata-u l-i/ عطاه لي

   Substitute

   1. ..... to her.
   2. She ..... .
   3. ..... sent .....
   4. We ..... to him.
   5. ..... to them.
   6. I gave .....
   7. ..... to you (f.).
   8. You (m.) ..... to us.
   9. They ..... it (f.) .....
   10. ..... told ..... to me.

PAST TENSE

Lesson Twenty-Five

The past tense in Hassaniya obeys a regular and predictable pattern. The different persons are indicated by suffixes only added to the last letter of the verb stem. These suffixes remain absolutely constant from one verb to another.

Here are three common verbs written out in all the persons.

Examples:

1.	I wrote	/katabt/	كتبت
	you wrote (m.)	/katabt/	كتبت
	you wrote (f.)	/katabti/	كتبتي
	he wrote	/katab/	كتب
	she wrote	/katabat/	كتبت
	we wrote	/katabna/	كتبنا
	you wrote (pl.)	/katabtu/	كتبتو
	they wrote	/katabu/	كتبو
2.	I knew	/ᶜraft/	عرفت
	you knew (m.)	/ᶜraft/	عرفت
	you knew (f.)	/ᶜrafti/	عرفتي

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	he knew	/ᶜraf/	عرف
	she knew	/ᶜrafat/	عرفت
	we knew	/ᶜrafna/	عرفنا
	you knew (pl.)	/ᶜraftu/	عرفتو
	they knew	/ᶜrafu/	عرفو
3.	I spoke	/tkallamt/	تكلّمت
	you spoke (m.)	/tkallamt/	تكلّمت
	you spoke (f.)	/tkallamti/	تكلّمتي
	he spoke	/tkallam/	تكلّم
	she spoke	/tkallamat/	تكلّمت
	we spoke	/tkallamna/	تكلّمنا
	you spoke (pl.)	/tkallamtu/	تكلّمتو
	they spoke	/tkallamu/	تكلّمو

As you can see, the suffixes indicating the different persons are quite regular and predictable:

	Verb Stem	Suffix
I	_____	t
you (m.)	_____	t
you (f.)	_____	ti
he	_____	
she	_____	at
we	_____	na
you (pl.)	_____	tu
they	_____	u

Note:

The "he" form of the past tense is indicated by the verb stem standing alone. Since there is no infinitive in Arabic and the "he" form shows the basic stem of the verb, foreigners learning Arabic often refer to verbs in this form. Thus we can speak of the verb /katab/ or /ʿraf/ when talking about the verb in its simplest or "infinitive" form.

Note also that the only possible source of confusion may be that "I" and "you" (m.) are the same in pronunciation and writing. However, in conversation, context will tell you which is intended.

4. The negative of the Past Tense is formed by putting /ma/ ما before the verb.

Examples:

I didn't speak.

/ma tkallamt/ ما تكلّمت

He didn't write this letter.

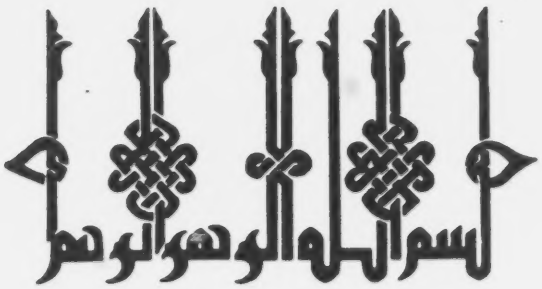
/ma katab l-bra:wa ha:dha/ ما كتب البراوة هذي

5. The suffix pronouns representing "me", "you", "him", "her", etc. can be added to the Past Tense verb in exactly the same way as with the Present Tense.

Example:

I wrote it. (indicating a letter)

/ana katabt-ha/ انا كتبتها



"In the Name of God, Most Gracious, Most Merciful"

1 a. Learn any new vocabulary in this lesson.

b. Read the examples aloud paying careful attention to your teacher's guidance on pronunciation.

c. Write out the examples in Arabic in your notebook and show your efforts to your teacher.

2. To help you identify the Past Tense we give here some common verbs in both the "I" and "he" forms to show the basic verb stem and one other person.

I did	/ᶜaddalt/	عدّلت
he did	/ᶜaddal/	عدّل
I took	/gbadht/	قبضت
he took	/gbadh/	قبض
I slept	/rgadt/	رقدت
he slept	/rgad/	رقد
I worked	/shataghalt/	شتغلت
he worked	/shataghal/	شتغل
I asked	/sawwalt/	سوّلت
he asked	/sawwal/	سوّل
I called	/ᶜayyaṭit/	عيّطت
he called	/ᶜayyaṭ/	عيّط

I looked for	/lawwadt/	لوّدت
he looked for	/lawwad/	لوّد
I washed	/ghsalt/	غسلت
he washed	/ghsal/	غسل
I paid	/khallṣt/	خلّصت
he paid	/khallaṣ/	خلّص
I found	/jbart/	جبرت
he found	/jbar/	جبر
I entered	/dkhalt/	دخلت
he entered	/dkhal/	دخل
I closed	/gvalt/	قفلت
he closed	/gval/	قفل
I sat	/g^{c}adt/	قعدت
he sat	/g^{c}ad/	قعد
I drank	/shribt/	شربت
he drank	/shrib/	شرب

I returned	/rja^{c}t/	رجعت
he returned	/rja^{c}/	رجع
I lived	/skint/	سكنت
he lived	/skin/	سكن

If you find it useful, write out verb tables like the examples in this lesson for all the persons of these verbs.

3. Translation and Substitution

Translate the following sentences into Hassaniya, making appropriate substitutions.

Where alternatives are given, write out the new sentences in full.

1. What did you (f.) do yesterday?

   ..... you (m.) day before yesterday?
   ..... last week?
   ..... on Thursday?
   ..... last night?

2. Where did you (m.) work in America?

   ..... they .....
   ..... he .....
   ..... she .....

3. What did he ask you (m.)?

4. How much did you (f.) pay?

   ..... you (m.) .....
   ..... they .....
   ..... he .....
   ..... she .....

5. Did you find Ali?

..... him?
..... Fatimatu?
..... her?
..... them?

6. What did you (m.) drink?

7. When did they return from Kaiddi?

..... he .....
..... she .....
..... you (m.) ...
..... you (f.) ....
..... you (p.) ....

8. Who took the horse?

..... it?

9. We worked all day.

He .....
She .....
They .....

10. I lived in Sydney, Australia.

They .....
She .....
He .....

4. Transformation Drill

Make the following sentences negative:

1. Ahmad paid.

/ahmad dfa^{c}/ احمد دفع

2. I worked yesterday.

/shataghalt ya:mis/ شتغلت باس

3. He looked for me.

   /lawwad-ni/ لوّدني

4. She closed the door.

   /gvalat il-ba:b/ قفلت الباب

5. I took the car.

   /gbadht il-wa:ta/ قبضت الواتة

6. She slept all day.

   /ragadat nha:r ka:mil/

7. The Volunteers returned after two years.

   /il-mutatawwᶜi:n rjaᶜu baᶜadᶜami:n/
   المتطوّعين رجعو بعد عامين

8. The taximan called me.

   /il-taksima:nᶜayyat-l-i./ التكسي مان عيّط لي

9. You (pl.) washed the tea glasses.

   /ghsaltu il-ki:sa:n atay/ غسلتو الكيسان اتاي

10. We knew Arabic before
    we came to Mauritania.

    /ᶜrafna il-ᶜarabi sa:big ma jayna shu:r mu:ri:ta:nia/
    عرفنا العربي سابق ما جينا شور موريتانيا

RELATIVE PRONOUNS

Lesson Twenty-Six

The relative pronoun (i.e. "who", "which", "whom," "when," used when referring to both people and objects) in Hassaniya is:

/illi/ اللي

The word is constant and unchanging when referring to either masculine or feminine, singular and plural nouns.

Examples:

The man who came yesterday ...

/ir-ra:jil illi ja ya:mis .../ الراجل اللي جا يامس

The woman who was here ...

/il-mara: illi ka:nat hu:n .../ المراة اللي كانت عون

The men whom I saw ...

/ir-rijja:l illi shivt-hum .../ الرجّال اللي شفتهم

The women who walked ...

/il-ᶜilya:t illi mashaw .../ العليات اللي مشو

The mosque which is in the square ...

/il-masjid illi vi-l-gaᶜ .../ المسجد اللي في القاع

The house which is near the market ...

/id-da:r illi gri:ba min l-marsa .../ الدّار اللي قريبة من المرصة

Translate the following sentences into Hassaniya, paying close attention to the usage of /illi/ as a relative pronoun.

1. The boy who is playing in the street is your brother.
2. I saw a man who had no legs.
3. We know a woman who is 98 years old.
4. The minister who gave a speech yesterday is ill today.
5. Did you talk to the girl who is standing over there?
6. He hit the man who had hit him first.
7. Students who study hard will pass.
8. People who are ill should go to the hospital.
9. The marabout who was here yesterday is not here now.
10. I spoke to a woman who came to my door.

THE PAST TENSE - SPECIAL CASES

Lesson Twenty-Seven

The following three examples are representative of verbs which have a long vowel as one of their root letters.

1. In verbs ending in /i:/ ي in the Present Tense, the /i/ becomes either /ay/ or stays as /i:/ in the first and second persons singular and plural. This pronunciation varies from region to region in Mauritania.

Examples:

I went	/mashayt/	مشيت
you (m.) went	/mashayt/	مشيت
you (f.) went	/mashayti/	مشيتي
he went	/masha/	مشى
she went	/masha:t/	مشات
we went	/mashayna/	مشينا
you (pl.) went	/mashaytu/	مشيتو
they went	/mashaw/	مشو

These are not random changes, and any verb ending in /i/ ي in the Present Tense will behave like the above example in the Past Tense.

2. In verbs with /wa:w/ و as the middle letter of the verb stem in the Present Tense, drop the /wa:w/ in the Past Tense.

Examples:

I saw	/shivt/	شفت
you (m.) saw	/shivt/	شفت
you (f.) saw	/shivti/	شفتي
he saw	/sha:v/	شاف
she saw	/sha:vat/	شافت
we saw	/shivna/	شفنا
you (pl.) saw	/shivtu/	شفتو
they saw	/sha:vu/	شافو

These are not random changes -- any verb with /wa:w/ و as the middle letter of the verb stem in the Present Tense will behave like the above examples in the Past Tense.

3. Verbs with /i:/ ي as the middle letter of the verb stem behave like the example below:

Examples:

I sold	/bi^{c}t/	بعت
you (m.) sold	/bi^{c}t/	بعت
you (f.) sold	/bi^{c}ti/	بعتي
he sold	/ba:^{c}/	باع
she sold	/ba:^{c}at/	باعت
we sold	/bi^{c}na/	بعنا
you (pl.) sold	/bi^{c}tu/	بعتو
they sold	/ba:^{c}u/	باعو

Past Tense of the Verb "To Be":

Although Hassaniya does not have a verb "to be" in the Present Tense, it is expressed in the past.

Examples:

I was	/kint/	كنت
you were (m.)	/kint/	كنت
you were (f.)	/kinti/	كنتي
he was	/ka:n/	كان

she was	/ka:nat/	كانت
we were	/kinna/	كنّا
you were (pl.)	/kintu/	كنتو
they were	/ka:nu/	كانو

Special Note:

When /ka:n/ كان is placed in front of /kha:lig/ or /ᶜand/, عند it makes the equivalent of the Past Tense. /ka:n/ remains constant throughout the different personal pronouns.

Examples:

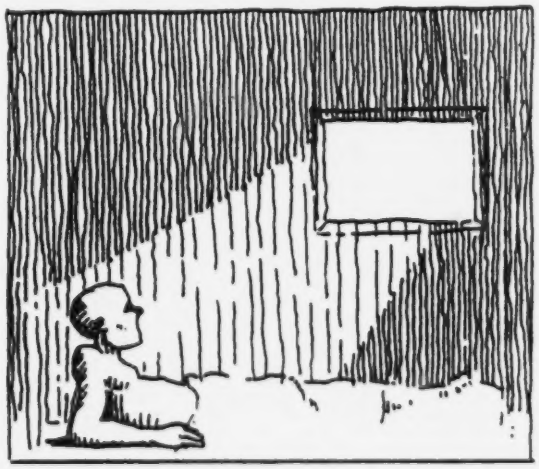
There were many people in the mosque.

/ka:n kha:lig ya:sir min in-na:s vi l-masjid/

كان فالق ياسر من النّاس في المسجد

He had a fever.

/ka:n ᶜand-u il-ḫumma/ كان عندهُ الحمّى



1 a. Learn any new vocabulary in this lesson.

b. Read the examples aloud paying attention to your teachers' guidance on pronunciation.

c. Write out the examples in Arabic in your notebook and show your efforts to your teacher.

2. To give you further practice in identifying the Past Tense we list some common verbs in the "I" and "he" forms which has /i:/ as the last letter and /wa:w/ as the middle letter of the verb stem in the Present Tense.

a.	I went	/mashayt/	مشيت
	he went	/masha/	مشى
	I bought	/shrayt/	شريت
	he bought	/shara/	شرى
	I wanted	/bghayt/	بغيت
	he wanted	/bgha/	بغى
	I smoked	/kmayt/	كميت
	he smoked	/kma/	كمى
	I came	/jayt/	جيت
	he came	/ja/	جا
	I waited	/ha:nayt/	هانيت

he waited	/ha:na/	هانى
I allowed, let	/khallayt/	خلّيت
he allowed, let	/khalla/	خلّى
I gave	/^{c}ṭayt/	عطيت
he gave	/^{c}ṭa/	عطى
I finished	/uvayt/	وفيت
he finished	/uva/	وفى
I had lunch	/tghaddayt/	تغدّيت
he had lunch	/tghadda/	تغدّى
I had supper	/t^{c}ashshayt/	تعشّيت
he had supper	/t^{c}ashsha/	تعشّى
I prayed	/ṣallayt/	صلّيت
he prayed	/ṣalla/	صلّى
b. I saw	/shivt/	شفت
he saw	/sha·v/	شاف

I ate	/kilt/	كلت
he ate	/ka:l/	كال
I stood up	/gimt/	قمت
he stood up	ga:m	قام
I said	gilt	قلت
he said	ga:l	قال

If you would find it helpful for further practice write out verb tables like the examples in this lesson for all the persons of these verbs.

Keep a section of your notebook for verbs and sample verb tables.

3. Translate the following sentences into Arabic. If alternatives are given, write out each new sentence in full.

1. We went with Ahmad.

I	him.
She	Fatima.
He	her.
They	us.

2. She bought a lot of meat.

I	fruit.
We	food.
They	bread.
He	rice.

3. I wanted to go with them.

They	me.
She	him.
He	us.
We	her.

4. There were many trees near the mountain.

5. She came yesterday.
   last week.
   the day before yesterday.
   last year.
   on Friday.

6. I waited half an hour.
   We
   They
   She
   He

7. What did you (f.) say?
   you (m.)

8. Who did you (m.) see?
   you (m.)
   you (pl.)

9. Those children had new clothes.

10. I finished yesterday.
    at five o'clock.
    at noon.
    late.
    on Thursday.

4. Substitution Drill

a. Read model sentence.

b. Work out Arabic of what is to be substituted.

c. Read out loud the new sentences.

d. Write out the new sentences in Arabic in your notebooks.

Model Sentence

Where were you yesterday? (addressing a man)

minayn kint ya:mis ?/ منين كنت يامس ؟

1. .... you (f.) ....
2. .... last week?
3. .... they ....
4. .... he on Friday?
5. .... she last month?

THE COMPARATIVE AND SUPERLATIVE

Lesson Twenty-Eight

1. The Comparative:

The Comparative in Hassaniya is formed by dropping the vowel, either the /i:/ or /a:/ (depending on the word) from adjectives. The short vowel /i/ which occurs at the beginning of some adjectives is also dropped. We might note here that this formula differs from Standard Arabic in that in the latter, an /alif/ ا carrying a /fatha/ ـَ is placed before the entire adjective, while at the same time shortening the middle /a:/ or /i:/. This creates a slight "upbeat" in the pronunciation, as in the example /kibi:r/ -- /ukbir/. Be aware of both the Hassaniya and the standard systems of forming the comparative.

Examples:

hot	/ḥa:mi/	حامي	hotter	/ḥma/	حمر
big	/ikbi:r/	اكبير	bigger	/kbir/	كبر
small	/isqi:r/	اصغير	smaller	/sqir/	صغر
new	/ijdi:d/	اجديد	newer	/jdid/	جدد
expensive	/wa:ᶜir/	واعر	more expensive	/wᶜir/	وعر
cold	/ba:rid/	بارد	colder	/brid/	برد
tall	/itwi:l/	اطويل	taller	/twil/	طول
short	/igsi:r/	اقسير	shorter	/gsir/	قصر
far	/baᶜi:d/	بعيد	further	/bᶜid/	بعد

rich	/gha:ni/	غني	richer	/ghna/	غنى
fat	/sami:n/	سمين	fatter	/smin/	سمن
clever	/ᶜa:gil/	عاقل	cleverer	/ᶜgil/	عقل

The comparative has only one form in Hassaniya for the masculine, feminine and plural (m. and f.).

All comparatives are followed by /min/ من , which is equivalent to "than" in English.

Examples:

1. This man is bigger than that man.

   /ha:dha ir-ra:jil kbir min dha:k ir-ra:jil/

   هذا الراجل كبر من ذاك الراجل

2. This is newer than that.

   /ha:dha jdid min dha:k/

   هذا جدد من ذاك

3. Today is hotter than yesterday.

   /il-yawm ḥma min ya:mis/

   اليوم حمى من يامس

2. The Superlative

The Superlative in Hassaniya also has only one form for the masculine, feminine and plural (m. and f.).

It is expressed by using 1) the definite article /l/ followed by an unaltered adjective followed by 3) /minhum/ منهم which is the equivalent to "among them" or "of all".

Examples:

1. He is the biggest (of them all).

   /huwa l-ikbi:r minhum/ هو الاكبير منهم

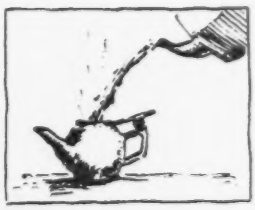
2. This is the newest (of all).

   /ha:dha l-ijdi:d minhum/ هذا الاجديد منهم

3. Rosso is the hottest city in the world.

   /ro:so il-dashra l-hma minhum vi l-ᶜalim/

   روسو الدشرة الحمى منهم في العالم



1. Translate the following sentences into Hassaniya.

   1. Paris is further than Algiers.

   2. Rockefeller is richer than a Peace Corps Volunteer.

   3. The hyena is cleverer than the dog.

   4. Our class is more tired than the French class.

   5. During Ramadan, Muslims are hungrier and thirstier than Christians.

2. Formation Exercises

Read the three sentences and with your knowledge of comparatives and superlatives, create several new sentences.

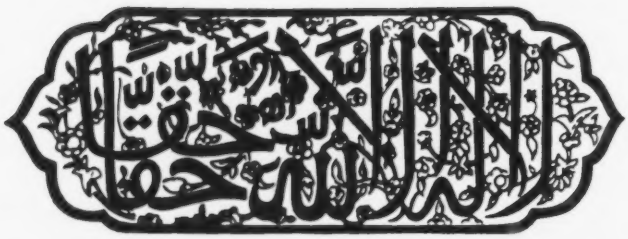
1. Chicago is 10°C. Rome is 25°C. Atar is 50°C.

2. Youssouf is 1 meter 65; Kerim is 1 meter 70; Abdullahi is 1 meter 70.

3. Pierre weighs 85 kilos. Frederick weighs 95 kilos. Gregory weighs 110 kilos.

4. My sister is 2 years old. My brother is 5 years old. I am 11 years old.

5. Rice costs 11 ougiya. Cous-cous costs 15 ougiya. Cheese costs 70 ougiya.



Tile: "In very truth, there is no God but Allah"
Turkey, 17th century AD

THE PAST CONTINUOUS TENSE

Lesson Twenty-Nine

In Hassaniya a continuous action in the Past is rendered by the Past Tense of the verb "be", /ka:n/ كان together with the Present Tense:

Example:

He was walking ...

/huwa ka:n yimshi .../ هو كان يمشي

Note:

The subjects of the verbs must "agree", that is, if the subject is "he", both the verbs must be in the third person singular.

The following paradigm shows one complete verb in all the persons:

I was walking	/kint nimshi/	كنت نمشي
you (m.) were walking	/kint timshi/	كنت تمشي
you (f.) were walking	/kinti timshi/	كنتي تمشي
he was walking	/ka:n yimshi/	كان يمشي
she was walking	/ka:nat timshi/	كانت تمشي
we were walking	kinna nimshu	كنّا نمشو
you (pl.) were walking	kintu timshu	كنتو تمشو
they were walking	ka:nu yimshu	كانو يمشو

This structure can also be extended to the Active Participles.

Example:

She was sitting ....

/hiya ka:nat ga:ᶜida ..../ هي كانت قاعدة

Note:

The Active Participle must agree in number and gender with the subject of the verb.

Examples:

I was sitting .... (man talking)

/ana kint ga:ᶜid ..../ انا كنت قاعد

I was sitting .... (woman talking)

/ana kint ga:ᶜida ..../ انا كنت قاعدة

you (m.s.) were sitting ....

/inta kint ga:ᶜid ..../ انتَ كنت قاعد

you (f.s.) were sitting ....

/inti kinti ga:ᶜida ..../ انتِ كنتي قاعدة

he was sitting ....

/huwa ka:n ga:ᶜid ..../ هو كان قاعد

she was sitting ....

/hiya ka:nat ga:ᶜida ..../ هي كانت قاعدة

we were sitting .... (group of men)

/nihna kinna ga:ᶜidi:n ..../ نحنا كنّا قاعدين

we were sitting .... (group of women)

/nihna kinna ga:ᶜida:t ..../ نحنا كنّا قاعدات

you (m.p.) were sitting ....

/intu:ma kintu ga:ᶜidi:n ..../ انتوما كنتو قاعدين

you (f.p.) were sitting ....

/intu:ma:ti kintu ga:ᶜida:t ..../ انتوماتي كنتو قاعدات

they (m.p.) were sitting ....

/hu:ma ka:nu ga:ᶜidi:n ..../ هوما كانو قاعدين

they (f.p.) were sitting ....

/hu:ma:ti ka:nu ga:ᶜida:t/ هوماتي كانو قاعدات

Note:

/ka:n/ كان can also be used with the /ᶜand/ عند to create the equivalent of "had", e.g. /ka:n ᶜandi/ كان عندي = "I had". Finally, /ka:n/ can also be used with /kha:lig/ خالق to mean "there was/ there were" (see Lesson 8).

1. Substitute

Model Sentence:

I was buying material at the market.

/kint nishri il-khant vi l-marsa/ كنت نشري الخنت في المرصة

1.	She	8.	the car ... the garage
2.	They	9.	selling
3.	looking at	10.	onions .... the market
4.	at the tailor's	11.	buying
5.	speaking about	12.	You (f.)
6.	Brahim	13.	You (pl.)
7.	the machine	14.	repairing

2. Translate the following sentences:

1. They were sitting on the mat under the tent.
2. The mother was making cous-cous.
3. The volunteers were swimming in the sea.
4. My assistant and I were working until 20 h.
5. You (f.pl.) were speaking to the Ambassador when I entered the room.

THE CONDITIONAL

Lesson Thirty

Conditional sentences (i.e. sentences beginning with "if") are much more fluid in Arabic than in English. We have in English at least three fixed, unchanging types of conditionals, but the same ideas of condition are expressed in Arabic in one of two ways, with some overlapping. The Hassaniya word for "if" is:

/illa/ الّا

1. Simple Conditional

The Simple Conditional expressing future possibility can be expressed in Hassaniya by using the Present Tense following "if", plus either the Future /la:hi/ + Present Tense, OR just the Present Tense in the other part of the sentence.

Example:

If you go, you (will) see him.

/illa timshi la:hi tshu:v-u/ الّا تمشي لاهي تشوفهُ

OR

/illa timshi tshu:v-u/ الّا تمشي تشوفهُ

2. Hypothetical Conditional

The Hypothetical Conditional implying less certainty of what will probably happen can be expressed by using the Past Tense after "if" plus either the Future /la:hi/ + Present Tense, OR the Past Tense in the other part of the sentence.

Example:

If you came, you (would) see him.

/illa jayt la:hi tshu:v-u/ الّا جيت لاهي تشوفهُ

OR

/illa jayt shivt-u/ الّا جيت سفتهُ

3. Impossible or Unreal Conditional

The Impossible or Unreal Conditional referring to an incomplete action, or when expressing an unfulfilled wish, can be expressed by the same construction as in example #2 above. Context determines the interpretation of this sentence as either Hypothetical or Impossible.

So that you can more easily see the formulas involved in these constructions, here they are in a box:

	If-clause	Main Clause
1.	/illa/ + Present	/la:hi/ + Present OR Present Only
2.	/illa/ + Past	/la:hi/ + Present OR Past only
3.	/illa/ + Past	Past

1. Translation and Completion Exercise

Complete the other part of the sentence, after translating the given phrase using the conditional formulae as above.

1. If today were Saturday .....
2. If I had a million dollars .....
3. If I knew Arabic perfectly .....
4. If we go to the beach today .....
5. If we don't have class today .....
6. If ..... I'll go home.
7. If ..... it'll be nice weather.
8. If ..... Youssouf will be angry.
9. If ..... I wouldn't do that.
10. If ..... she would have telephoned her mother.

2. Translate the following conditional sentences into English.

1. If I were you, I would sleep more.
2. She will be very happy if her boyfriend writes to her.
3. We will visit our friends if we have the time.
4. If you brought me some fertilizer, I would put it on my crops.
5. If I had known you were coming, I would have cooked you some cous-cous!

PRONUNCIATION EXERCISES

The following are lists of "minimal pairs", i.e., pairs of words that are exactly the same except for one letter. Thus, these words are very similar in pronunciation. Go over these words with your teacher, paying close attention to the differences. The difficult sounds in Arabic take time to master - refer to these exercises often to practice the new sounds.

1.	ه	vs.	ح	2.	غ	vs.	ع
	حمّام		حمّام		غين		عين
	سهب		سحب		نغم		نعم
	يهب		يحبّ		ساغ		ساع

3.	س	vs.	س	4.	ق	vs.	ك
	صبح		سبح		قاف		كاف
	نصب		نسب		رقب		ركب
	ربص		ربس		حرق		حرك

5.

ت	vs.	ط
تاء		طاء
رتب		رطب
بت		بط

6.

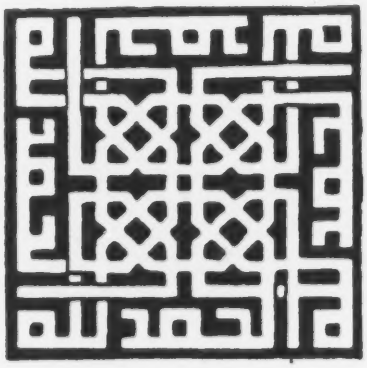
ح	vs.	خ
حاف		خاف
رحم		رخم
مسح		مسخ

7.

ا	vs.	ع
أم		عم
نام		نعم
بنا		بنع

8.

ذ	vs.	ظ
ذال		ظال
نذر		نظر
نبذ		نبظ



Al-ḥamdu l-illāhi: "Praise to God"

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